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ABSTRACT

This publication highlights the work of institutions of higher education and their surrounding communities throughout the United States which, are responding to the responsibilities and possibilities of their educational and social missions by mobilizing their resources in ways that benefit their surrounding communities as well as themselves, creating partnerships that take advantage of their collective resources. In this listing of schools and programs, the institutions are grouped according to the following categories: service learning; service provision; faculty involvement; student volunteerism; community in the classroom; applied research; and major institutional change. For each listing, the name of the institution, the program, and the president are presented, followed by a brief description of the program. Two indexes by institution name and by contact information are included. (SM)

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University-Community Partnerships:

CURRENT PRACTICES

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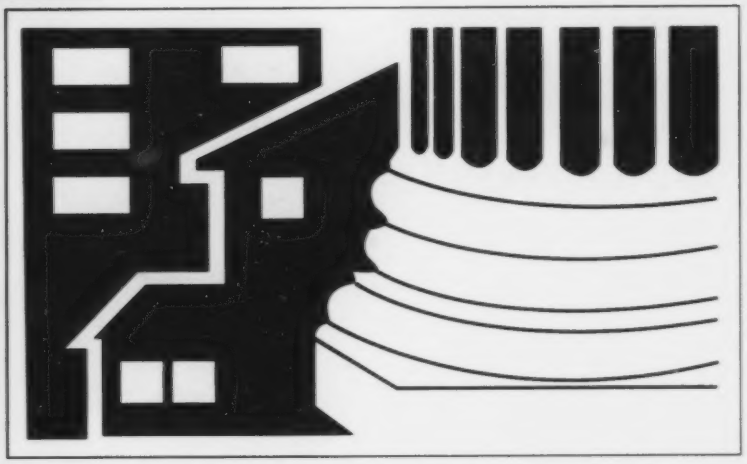

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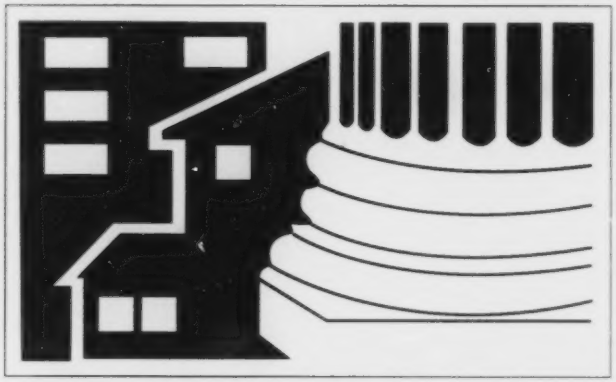

Office of University Partnerships

December 1995

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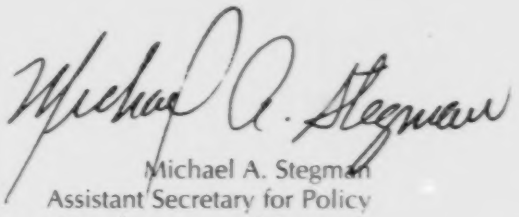
Foreword

If America's communities are to meet the daunting challenges that confront them, the colleges and universities that are so prominent in their economic, social, and cultural lives must be fully engaged in the effort. Few institutions can contribute more to rebuilding initiatives. Colleges and universities are not only creators, preservers, and transmitters of knowledge and culture—they are also economic engines, applied technology centers, major employers, investors, real estate developers, and reservoirs of creative and energetic people. With the long-term economic shift toward knowledge-intensive industries, colleges and universities have come to occupy a pivotal role, wielding resources that can help transform socioeconomic isolation to metropolitan opportunity for distressed communities and the families who live there.

This publication spotlights the work of institutions of higher learning throughout our Nation, which are responding to the profound responsibilities and exciting possibilities of their educational and social missions by mobilizing their tremendous resources in ways that benefit their communities as well as themselves. The U.S. Department of Housing and Urban Development, led by its Office of University Partnerships, is committed to encouraging and expanding these efforts. Secretary Henry G. Cisneros joins me in applauding the vision and creativity of the projects described and in hoping that readers will find in them the inspiration to mobilize comparable partnerships in their own communities.



Michael A. Stegman
Assistant Secretary for Policy
Development and Research

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Introduction

University-Community Partnerships: Meeting the Urban Challenge

Cities play a central role in the economic, social, and cultural life of our Nation. They generate wealth and opportunity, bustle with people of diverse races and backgrounds, and provide a rich environment for science, education, and the arts. Just as America's colleges and universities have contributed to—and benefited from—community vitality, they are in danger of being overwhelmed by the problems that plague our cities. Institutions of higher learning cannot afford to turn inward or to ignore the poverty, distress, and decay that often are a part of their cities. As U.S. Department of Housing and Urban Development (HUD) Secretary Henry G. Cisneros has noted, "The long-term futures of both the city and the university in this country are so intertwined that one cannot—or perhaps will not—survive without the other."

While some colleges and universities are just beginning to look for ways to bring their time, energy, and resources to bear on local problems, others have long traditions of community involvement. *University-Community Partnerships: Current Practices* celebrates the efforts of over 180 institutions that are already making a difference in their communities. These colleges and universities are using their tremendous physical, economic, and intellectual resources in communities large and small to facilitate economic development, provide much-needed social services, team with the public schools, offer technical assistance to community-based organizations, target their research to meeting community needs, and create opportunities for faculty, students, and community residents to learn from each other.

To nurture and support such initiatives, Secretary Cisneros has established the Office of University Partnerships (OUP) to help universities realize and fulfill their urban mission. This new office, part of HUD's Office of Policy Development and Research (PD&R), is committed to helping universities forge partnerships that address urban problems, in neighborhoods and citywide, through facilitation, technical assistance, program provision, outreach, and the exchange of information.

The Office of University Partnerships instituted the University Partnership Awards to identify and recognize outstanding examples of universities working in partnership with local governments, community-based organizations, school districts, and public housing authorities to strengthen their communities. In late 1994 approximately 250 university-sponsored initiatives were nominated for awards by their host institutions. The following summaries of nominated programs are based solely on information provided by the universities and colleges. For organizational purposes the summaries are assigned to categories that most closely represent the programs' roles in the communities, particularly in the cases where programs contain elements that overlap the categories. It is hoped that the following summaries will provide a range of models that other universities can adapt to the challenge of making their own communities better places to live, work, and learn.

SERVICE LEARNING

Antioch College

Dr. Alan E. Guskin, Chancellor

Antioch Literacy Program Support Program

Antioch's Literacy Program Support (ALPS) program prepares and places student tutors in schools and in Adult Basic Education (ABE) programs. Tutors perform a minimum of 60 hours of tutoring to small groups and individuals during the course of a quarter. Because the program is designed for non-Education majors, students first take a course in community service tutoring. They then commit to nightly classes for the first 2 weeks of a quarter, perform 60 hours of tutoring, and attend a seminar one evening a week during the quarter in which they are tutoring. Students are placed in the Yellow Springs High School in Yellow Springs, Ohio, to work with students in the Pathways Program for At-Risk Students, an individualized progressive math program that helps 7th through 12th graders prepare for the 9th and 12th grade Ohio Proficiency Examination. Their presence in the classroom also helps teachers to pay individualized attention to students.

In addition, ALPS tutors work with ABE programs at the Jefferson Center and the Joint Vocational School, helping students prepare for the General Equivalency Diploma (GED), and the Keifer At-Risk Program for high school students in Springfield, Ohio.

Bonner Scholars Program

The Bonner Scholars Program at Antioch College is part of the national Bonner Scholars Program, which is based on the premise that young people care about others and, given the opportunity, will become active in community service. The Bonner Scholars Program supports low-income, service-oriented students at Antioch. The students engage in continuous community service throughout their undergraduate years in exchange for scholarship assistance, performing approximately 10 hours of service per week. The 51 Bonner Scholars provide community service to a variety of local agencies, including the Yellow Springs Community Children's Center, the Friends Care Center, the Greene Environmental Coalition, and the Springfield Urban League. Supported by the Corella and Bertram F. Bonner Foundation, a philanthropic organization in Princeton, New Jersey, this unique service-learning program has created a mutually beneficial partnership between the college and the surrounding community.

Appalachian State University

Dr. Francis T. Borkowski, Chancellor

Impact North Carolina: 21st Century Education Program

In search of a richer learning environment for their students, Appalachian State University (ASU) and the Watauga County school system have joined with AT&T, Southern Bell, and BellSouth in an initiative that utilizes telecommunications technology to link ASU and a growing number of elementary and secondary schools with interactive video, voice, and data capabilities. Impact North Carolina expands learning opportunities across different disciplines, educational levels, age groups, and locations. Teachers can select new technologies appropriate to their educational goals. Students have access to these technologies, time to pursue creative projects, and support to keep the projects moving. ASU uses the program as a pedagogical tool for its College of Education, monitoring student teacher performance, holding video conferences, and offering continuing education to local teachers.

Impact North Carolina is bringing new opportunities, new skills, and new enthusiasm to participating educators and students. It is also attracting significant public

and private support to the effort. The program has become partially institutionalized into public education and higher education budgets, while leveraging over $3.5 million in equipment, software, and technical services from corporate sponsors.

Aquinas College

R. Paul Nelson, President

SEED/Senior Seminar Project

The Southeast Economic Development Corporation (SEED)/Senior Seminar Project sought to integrate service-learning and academic studies by combining classroom instruction with hands-on community service experience for seniors at Aquinas College. The classroom work concentrated on the vision that individuals working together can make a difference and that institutions can work for the common good. Students, in turn, explored that vision through involvement in a community-based organization—SEED—in order to understand the relationship between classroom and community.

Students volunteered to gather data necessary for SEED to draft plans to upgrade homes that needed rehabilitation in a 5-block area of 69 homes in Grand Rapids, Michigan. SEED's intent was to draft detailed plans for upgrading each building, including financing, so that current residents could remain if they wanted to. Students provided pro bono labor that included preparing flyers, calling neighborhood residents, and conducting a survey of residents. This work helped SEED to accomplish its goal, while engaging senior students in a service-learning project close to the neighborhood that surrounds Aquinas.

Campus Compact provided a $6,000 grant, which was used to fund the faculty and student coordinators and door-to-door survey, as well as to purchase supplies.

Augsburg College

Dr. Charles S. Anderson, President

Community Service-Learning Program

Augsburg College's long tradition of experiential learning and community service in Minneapolis, Minnesota, led to the establishment of its Community Service-Learning Program in 1990. More than 600 Augsburg College students are involved in service activities each year, and over 30 courses have community service components. Augsburg's Service-Learning office has over 20 community partners and service sites, including day care centers, women's shelters, peace and justice organizations, food co-ops, legal service providers, and others. All Augsburg freshmen complete a service project as part of their orientation.

In Augsburg's three core service-learning programs, students tutor, work with a homeless shelter, and assist Habitat for Humanity. Last year 50 Augsburg tutors worked with local elementary school students, 2 neighborhood centers, a Catholic school, and an alternative high school for Native-American youth. Another 50 Augsburg students worked at a local shelter helping with intake procedures, serving dinner, distributing linen, and leading bingo games; one student even acted as the shelter barber. Habitat for Humanity currently uses 30 Augsburg volunteers who commit to 3-hour work shifts during the weekday. Over the past 4 years, funding for the program has been provided by the U.S. Office of Education's Fund for the Improvement of Post Secondary Education (FIPSE), Student Literacy Corporation, the Bremer Foundation, the Aid Association for Lutherans, Council on Independent Colleges, Minnesota Youth Works, and the Minnesota Higher Education Coordinating Board.

Bennett College

Dr. Gloria R. Scott, President

Safety Net Program

In Bennett College's Safety Net Program, a corps of 25 Bennett students provide conflict resolution training for youth enrolled in the Big Brothers/Big Sisters and Boys and Girls Clubs Programs in Greensboro, North Carolina. The students receive a modest living allowance and earn educational credit toward further study. The program is funded through the Americorps Program.

Bennett College Student Literacy Corps

Comprised of 50 students, the Bennett College Student Literacy Corps tutors more than 200 students in 7 locations each year. The program focuses on improving the reading, grammar, vocabulary, and comprehensive writing skills of at-risk youth in grades K–5 and 9–12. The college works closely with the Black Child Development Institute.

Community Service Curriculum Development Program

In keeping with Bennett College's commitment to service learning, the Curriculum Development Program helps Bennett faculty incorporate community service components into their courses. All Bennett students are required to participate in community service activities before they graduate. In this way community service is infused into the curriculum across all disciplines.

The Curriculum Development Program is funded by the United Negro College Fund and the Ford Foundation.

Bethune-Cookman College

Dr. Oswald P. Bronson, Sr., President

Project Reclaim

With the goal of developing young adults who have a sense of caring and responsibility for their community, as well as hands-on, discipline-related service activity experience, Project Reclaim is a 4-year, service-learning program that integrates community outreach and service into the college curriculum through full partnerships with Daytona Beach, Florida, community organizations. Students take traditional classroom instruction and volunteer in a relevant off-campus service activity. For example, nursing students develop expertise in taking blood pressure readings once a month at local churches before or after Sunday services. Psychology students gain important insights about aging by spending time with seniors living in public housing developments. Journalism and speech communications majors help neighborhood organizations communicate to their residents by producing a monthly newsletter.

While the list of community partners grows daily, it now consists of the Salvation Army, Central Florida Community Development Corporation, Anti-Recidivist Effort, Inc., the Mary McLeod Bethune Community Center, Saint Paul School, Bonner Elementary School, the McKnight Achievers, Department of Public Housing, Community Policing Unit of Daytona Beach, and the Police Athletic League. Project Reclaim is a Ford Foundation/United Negro College Fund Community Service

Partnership Project (CSPP) grant. Bethune-Cookman is 1 of only 10 colleges in the U.S. with this particular grant and is the only higher education grantee institution in Florida.

Bradford College

Dr. Joseph Short, President

Haverhill Housing Authority Tutoring Project

Created in 1994 by a graduate intern, the Haverhill, Massachusetts, Housing Authority Tutoring Project pairs Bradford College students with middle school and early high school students who live in public housing. Study sessions of 1 hour per week take place within walking distance of the students' homes. The tutoring program started with 7 Bradford College students and will expand to 20. Parents in the community have expressed satisfaction with the tutoring assistance, noting that their children's grades have improved significantly. The executive director of the Haverhill Housing Authority works closely with Bradford's director of community service-learning and is 1 of 10 members of Bradford's community advisory board, a group of community representatives who advise Bradford on potential service projects.

Campbell University

Dr. Norman A. Wiggins, President

Community Internships

Community Internships was created to place undergraduate juniors and seniors from Campbell University in various government and quasi-government agencies to provide the rural, low-income county surrounding Buies Creek, North Carolina, with a continuous supply of bright and energetic project workers. Working with a wide variety of organizations, including hospitals, mental health clinics, local government and social service agencies, police departments, fire marshals, corrections departments, the 4–H, legal services, and other community service organizations, Campbell University students provide volunteer assistance for many community projects and endeavors. Students gain experience and knowledge, while the organizations are able to develop and complete projects that might otherwise go undone. The internships are partially funded by the county; small stipends are also available from several local municipal governments.

The Catholic University of America

Brother Patrick J. Ellis, FSC, President

Partnership in Health Education

As part of Catholic University's Partnership in Health Education program, undergraduate nursing students contribute to their community and enhance their own education and skills by volunteering with elderly patients in housing developments and senior centers. Working between 36 and 48 hours per semester, students work with both clients and staff at five different sites in the Washington, D.C., metropolitan area. As part of the clinical portion of the community health nursing course, students work in settings that have no regular source of health education. Student activities include health promotion, disease prevention, needs assessment in order to encourage good health, and general health education. Current funding allows only 15 percent of nursing students to participate in this service-learning program; however, the faculty would eventually like to have at least 50 percent of the students involved. Funding is not presently available to provide the needed clinical supervision necessary for the increased level of involvement.

Centenary College of Louisiana

Dr. Kenneth Schwab, President

Centenary College of Louisiana Service-Learning Program

The principle that education takes place within a community, not in isolation, underlies Centenary College of Louisiana's Service-Learning Program. All Centenary students are required to successfully complete a 30-hour minimum community service project during one semester. An integral part of the college's curriculum, the Service-Learning Program is part of a three-pronged plan that also includes a career exploration seminar and an intercultural experience designed to enhance the liberal education through experiential learning. When students register for the program, they are asked to select a project that is appealing to them. Centenary believes that by participating in projects that spark sincere interest, students benefit from a more meaningful experience and continue their work after graduation.

To meet diverse student interests, Centenary's program collaborates with a wide variety of nonprofit organizations in the Shreveport-Bossier, Louisiana, area, including the Center for Learning Enhancement and Research, Habitat for Humanity, Literary Volunteers of America, Providence House (a homeless shelter), Young Women's Clubs of America, and many other institutions. Current student projects include renovating housing for the homeless, coaching Little League athletic teams, grooming animals for adoption at the local animal shelter, and participating in a local opera production. The Service-Learning Program is supported by the college; however, the department is seeking new funding sources to expand service-learning opportunities.

Christian Brothers University

Brother Michael McGinniss, President

Youth Initiatives

Christian Brothers University intends to create and develop a program called Youth Initiatives to (1) explore complex social problems and their detrimental effects on children and adolescents, and (2) train college student interns to help correctional institutions for children and adolescents by serving as volunteers in five Memphis, Tennessee, facilities. Student volunteers will work with children and adolescents at Boys Town; Dogwood and DeNeuville (homes for unmarried mothers); St. Peter's home for delinquent and abused young women; and Tall Trees, a youth home. While they are working, they will also take an orientation course, a life skills program, and courses in sociology and psychology to help them analyze and reflect on their experiences.

University personnel will direct the program with the assistance of the correctional institutions and will offer academic credit to students who complete the program. The Youth Initiatives program hopes to increase the number of citizens who work with troubled children and adolescents and who understand the issues underlying complex social problems.

The City University of New York, Herbert H. Lehman College

Dr. Ricardo R. Fernandez, President

Community Service Internship Program

Combining community service and entrepreneurship, the Community Service Internship Program at Lehman College provides publishing and printing services to nearby Bronx neighborhoods. Sponsored by Lehman's Office of Career Services, the program publishes a monthly community newspaper that circulates in several low-income communities that previously had no local newspaper. Students also work at the program's Observer Productions, a desktop publishing endeavor that provides low-cost printing to nonprofit agencies. Customers include a service club, community centers, a senior citizens program, and a community development corporation.

Besides meeting a community need, this program allows students to put classroom theory into practice and to work in a real business environment. The students and the community residents represent a wide range of ethnic backgrounds, so students are learning to work within and appreciate diverse groups. In addition to garnering other awards, this program was honored for outstanding achievement in 1990 by the Chevron Corporation and the College Placement Council. The program has twice been awarded grants from the U.S. Office of Education's Fund for the Improvement of Post Secondary Education (FIPSE). It has also received grants from the Aaron Diamond Foundation, the New York Times Company Foundation, and Chemical Bank.

Gonzaga University

Reverend Bernard J. Coughlin, SJ, President

American Indian Law Project

The American Indian Law Project is part of Gonzaga University's Legal Assistance Program (LAP). Working with the Spokane Tribal Court on the Spokane Reservation in Washington and with the Coeur d'Alene Tribal Court on the Coeur d'Alene Reservation in Idaho, clinical law students from Gonzaga's Law School furnish legal representation to these Indian tribes. Students travel to both courts to interview clients, conduct legal research, devise legal strategies, negotiate settlements, write briefs, make oral arguments, conduct trials, and handle other aspects of representing American Indians in tribal court. All student activities are under the direct supervision and guidance of a supervising attorney.

The goal of the American Indian Law Project is to foster rehabilitation for tribal court clients when appropriate. Students encourage the use of traditional American Indian dispute resolution techniques to settle conflicts and advocate alcohol, marital, and anger management counseling as conditions of negotiated settlements. Through this legal representation, a culturally relevant justice system is available to American Indian clients. The program also helps instill in law students an appreciation of the need for attorneys to remain involved in public interest work throughout their legal careers. Funding for LAP, and therefore the American Indian Law Project, comes from the university, the U.S. Department of Education's Law School Clinical Experience Program, the Legal Foundation of Washington, and the Corporation for National and Community Service.

Hood College

Dr. Martha E. Church, President

A Model Sophomore Year of Community Service

Hood College's service-learning program, A Model Sophomore Year of Community Service, combines scholarly contemplation with direct community action. Hood sophomores take a first semester seminar on philanthropy and then apply what they

have learned by volunteering at a local agency during the second semester. Students have volunteered in agencies and nonprofit organizations such as Frederick County, Maryland, schools, Advocates for the Homeless, Planned Parenthood, the Frederick Arts Council, and the Association of Retarded Citizens.

Through Campus Compact, a volunteer program begun in 1985, Hood students have implemented a variety of community service programs including a "sleep-out" for the homeless, Oxfam fast days, and Campus Crusade, a student-organized link between student volunteers and local Frederick agencies. After winning a U.S. Department of Education literacy corps grant, Hood began a tutoring program for young children at a local elementary school. With their volunteer supervisor, students design and work on a project. Weekly group meetings with a faculty member and with community liaisons help students understand their experiences. Students must also complete a major research project related to their volunteer work. For example, a student volunteering with the local National Organization for Women (NOW) chapter wrote a paper on the effectiveness of social protest as a strategy of the women's movement. Recently, Hood was one of 15 "leadership" schools chosen by the Partnership for Service-Learning to help bring service-learning into the mainstream of higher education.

Indiana State University

Dr. John W. Moore, President

Wabash Valley Habitat for Humanity Project

The Wabash Valley Habitat for Humanity and Indiana State University Construction Technology students demonstrated a successful community-university partnership by constructing a 960-square foot home for a Habitat home partner. Forty-three students worked directly on the project, acting as both project managers and craftspeople. The project's initial activities included a site layout in compliance with local ordinances, building codes, and setback requirements. Students then performed all residential construction tasks such as masonry, carpentry, roofing, plumbing, heating and air conditioning, and many other jobs. In addition to gaining valuable hands-on experience on an actual job site, students learned important lessons about the need for lower income housing and the value of community service. All students on the project were required to work a minimum of 6 hours a week for 15 weeks, for which they received 3 hours of academic credit. Financial contributions to the project included funds from the Wabash Valley Habitat for Humanity and from Indiana State University.

Iona College

Brother John G. Driscoll, President

Iona College Service-Learning Program

The New York-based Iona College Service-Learning Program involves 500 college students in active partnerships with community agencies in diverse geographical areas: the New York metropolitan area, the cities of Washington, D.C., and Boston, rural Appalachian communities in West Virginia and Kentucky, a cooperative community in Suchitoto, El Salvador, and migrant worker camps near Bonita Springs, Florida. Its purpose is to give students concrete experiences in giving and receiving and to deepen their understanding of human and social issues. Currently 90 students work building low-income housing, 100 are involved in a college-based, mentor/tutoring program for local, at-risk grade school and high school youth, and 310 work with soup kitchens and direct feeding programs for homeless and low-income individuals. Iona's curriculum includes 4 courses with service-learning components; however, 12 new courses will be added during the next 3 years.

Iona is partners with 18 local agencies as part of the Service-Learning Program. Leading partners are Habitat for Humanity, HOPE Community Services, and the Midnight Run, Inc. The Corporation for National Service provides 50 percent of the funds for the program; the college provides the other 50 percent. Iona hopes to use Federal funds to build on its extensive tradition of community service.

Afterschool Programs/Lebanon Residents' Council Family Resource Center

McKendree College

Dr. James M. Dennis, President

Through its Service Learning Center, McKendree College works with the staff of Lebanon Residents' Council to provide enrichment activities for children in public housing. Student volunteer work includes tutoring, computer lessons, recreational activities, field trips, and counseling. The council is a group of concerned public housing residents seeking long-term solutions to the problems of inadequate housing, unemployment, and lack of educational opportunities for residents of Lebanon, Illinois. The Family Resource Center helps provide education and skills to children and adults living in public housing. This partnership is currently funded through existing grants to the Residents' Council, by the McKendree College Service Learning Center operational budget, and by voluntary student contributions.

Overtown Neighborhood Partnerships

Miami-Dade Community College

Dr. Robert H. McCabe, President

In Overtown, an impoverished inner-city area of Miami, Florida, Miami-Dade Community College and Overtown Neighborhood Partnerships (ONP) are working to revitalize the community. Within this initiative Overtown residents have established priorities in housing and physical development, health and human services, education and economic development, and community building. ONP and Miami-Dade students have implemented many new community programs. One, called Growing Up Healthy, is a collaboration among a community health center and Miami-Dade's Medical Center campus, Dade County Public Schools, and University of Miami, to provide physical examinations and immunizations for children, as well as glasses for several Overtown children with serious vision problems. Other examples include tutoring projects and an Asthma Awareness and Management Program at local schools.

Funding for this wide-ranging, service-learning project comes from the Mitchell Wolfson, Sr., Foundation, the Knight Foundation, NationsBank, W.K. Kellogg Foundation, Corporation for National Service, Florida Campus Compact and Florida Office of Volunteers, Florida Department of Community Affairs, Metro-Dade County, and the city of Miami. In addition, through the Corporation for National Service, a program of minigrants was recently funded to finance faculty-student community service projects with Overtown agencies.

New Jersey Institute of Technology

Dr. Saul K. Fenster, President

Housing Scholars Program

Now in its 6th year, the Housing Scholars Program is a partnership among universities, government, corporations, and community-based organizations with the goal of strengthening and renewing New Jersey's urban areas. Undergraduate and graduate New Jersey Institute of Technology (NJIT) students work full-time during the summer to build affordable housing. The students develop plans, design, and help construct the homes. They have designed a residence for teen parents in Newark, created models and computer-assisted drawings for Neighborhood Housing Services in Camden to use in fundraising efforts, and developed computerized property directories in Jersey City. Several distinctive features of the NJIT program include a competitive application process for both students and agencies, site visits by university faculty and staff, a 6-day orientation and training, and an evaluation seminar.

The New Jersey Department of Community Affairs is the primary source of program funding; two local banks have also contributed funds. The community partners include Habitat for Humanity, La Casa de Don Pedro, Unified Vailsburg Service Organization, and the Episcopal Community Development Corporation in Newark.

Philadelphia College of Textiles and Science

Dr. James P. Gallagher, President

Pennsylvania Institute for Environmental and Community Service Learning

In a cooperative agreement, the Pennsylvania Institute for Environmental and Community Service Learning and the Philadelphia College of Textiles and Science are providing teacher training, intergenerational projects, literacy corps, and environmental labs for schools. A historical collection of oral histories and rare photos of Northeast Philadelphia is just one of the byproducts of this partnership. The book resulted from an intergenerational project that paired local seniors with students who interviewed the older residents. Other service projects include a literacy project that matches high school seniors and elementary school students, a special college course that trains and provides reading tutors for schools, and environmental labs for schools in which students work to resolve community ecological problems. Currently more than 700 high school and college students participate in the program.

All of these projects are accomplished with the collaboration of community groups and agencies and the local school district. Funding comes from the W.K. Kellogg Foundation, the Corporation for National Service, and the Pennsylvania Department of Education.

Point Loma Nazarene College

Dr. Jim L. Bond, President

Urban Impact Programs

Point Loma Nazarene College, in partnership with World Impact, Committee for Christian Social Concerns, UPLIFT and the Kids at Heart tutoring program, the Bresee Institute for Urban Training in Los Angeles, Project Yes, and the Southeast San Diego Church of the Nazarene, is aggressively seeking to improve urban America through its Urban Impact Programs. Urban Impact Programs involve a wide variety of students engaging in outreach programs, service-learning opportunities, academic training, educational excursions, community partnerships, and

leadership development. For example, Point Loma students volunteer at Ocean Beach Outreach, a homeless soup kitchen; AIDS Outreach, a hospice visitation and care program; Carpenter's Crew, a housing development project; Magdalene Outreach, which offers help to men and women in prostitution; Southeast Tutoring, which offers afterschool educational assistance; Team Green, a community cleanup and environmental awareness team; and numerous other programs. In addition, two college departments have created the Urban Ministries certificate, an interdisciplinary program to prepare students for careers in urban outreach.

Each program benefits from the partnerships, which not only capitalize on the experience of community organization leaders to help educate the students, but also help provide additional volunteer opportunities and human service resources, and even potential job opportunities for Point Loma graduates. The college is currently trying to establish a 501(c)3 nonprofit organization to expand its already extensive service-learning programs.

Redlands Community College

Dr. Larry F. Devane, President

Upward Bound Learn-Serve Program

Redlands Community College's Upward Bound Learn-Serve Program centers on a service-learning course that teaches leadership skills and encourages civic responsibility in the El Reno, Oklahoma, community. The curriculum is based upon three elements necessary for effective service learning: orientation and planning, implementation, and reflection. The orientation and implementation units of the curriculum focus on the general skills needed to perform any community service activity. To make the service experience meaningful, students choose and design their service project, with assistance from faculty to ensure that the projects address the needs of the community. The final part of the program provides students the opportunity to think about their experiences and understand the value of community service. The State of Oklahoma awarded Redlands Community College a $12,000 grant to initiate this community service program.

San Diego State University

Dr. Thomas B. Day, President

Central Intake Program/Interdisciplinary Center

Central Intake is a program within the Interdisciplinary Center at San Diego State University (SDSU) that provides coordinated services to San Diego County residents and collaborative interdisciplinary training to SDSU graduate students. The overall goal of the program is to provide interdisciplinary clinical assessments in the home, school, and clinical settings. In addition, the program seeks to promote interdisciplinary research within the academic community. Students from five different disciplines (Psychology, Nursing, Social Work, Communicative Disorders, and Education) collaborate in joint planning and delivery of professional services to clients and their families.

To meet the students' training needs, a team of interdisciplinary faculty supervises the students and meets regularly with them to discuss the findings of assessments and tests. Consensual recommendations are then presented to the client and family in a separate meeting. Followups are also offered to ensure that recommendations are implemented. As a teaching tool, this program creates an environment of interdisciplinary collaboration, avoids duplication of services, and maintains confidentiality at all times. Students gain a better understanding of successful strategies for solving complex client problems, and results suggest that this type of program leads to increased client compliance and satisfaction.

Southern Methodist University

Dr. R. Gerald Turner, President

Inter-Community Experience

Southern Methodist University's (SMU) Inter-Community Experience (ICE) is a collaboration among SMU's Dedman College, Habitat for Humanity, and the Wilkinson Center of the East Dallas Cooperative Parish, an interdenominational community service consortium. SMU ICE involves daily afterschool tutoring of more than 40 children in East Garret Park, a low-income area in East Dallas, Texas. In addition to tutoring, these upper elementary school students receive interpersonal encouragement and are exposed to positive role models. Each SMU student who volunteers in the program also takes a course, taught in the Garrett Park East neighborhood, and earns credit for the combination of tutoring service and classroom-focused learning. Students may also elect to live in the neighborhood in a house built by SMU and Habitat for Humanity.

In addition to tutoring, SMU students spend significant time working with Habitat for Humanity to construct and renovate more homes. ICE has also developed partnerships with the local public television station to help non-English-speaking children learn to read. In another community endeavor, the Dallas County Mental Health Association and SMU ICE staff presented an antiviolence program for children. The program is funded by several university and nonuniversity community agencies with small foundation grants. Its partnerships with community agencies, nonprofit service providers, citizens associations, local foundations, and area businesses make SMU ICE a vital link with the larger urban setting of Dallas.

Stephens College

Dr. Marcia S. Kierscht, President

Mentoring: Showcasing Talent

Stephens College has made a commitment to help at-risk youths through a mentoring course called Mentoring: Showcasing Talent. Funded as part of a U.S. Department of Education grant to design a Student and Mentoring Corps Program, the 3-hour, junior-level class is offered to all majors. Students in the course will spend 3 weeks learning how to be mentors and will work 60 hours in the semester with Parkade Elementary School students who are at risk of dropping out. The purpose is to raise the children's self-esteem, develop an "I can do it" attitude, and increase awareness of how their interest can lead to productive lives.

University of Maryland, Baltimore County

Dr. Freeman A. Hrabowski, President

The Shriver Peaceworker Program

The Shriver Peaceworker Program invites Returned Peace Corps Volunteers to participate in a 2-year program that integrates community service, graduate study, and ethical reflection. Peaceworkers focus their community service and graduate study on one of four areas: economic and community development, education, health, and juvenile justice. The program is designed to enable Peaceworkers to adapt their commitment to the common good and their experience in the Peace Corps to finding solutions to the problems facing the central cities of the United States. The goal is to help educate and train a generation of citizens and leaders who can creatively and effectively address the theoretical and moral dimensions of economic, social, and cultural problems in the United States.

The Peaceworker Program is based on the development of partnerships between the colleges and universities in the Baltimore area and the public and private institutions that seek to promote a healthy and flourishing community. It draws heavily

on the partnership of the 12 colleges and universities that make up the Shriver Center for Higher Education Consortium. A wide range of community partners provide community service placements for the Peaceworkers, including the Choice Program, Choice Health, Choice Middle Schools, Damascus Learning Center, Lakeland School, the Shriver Center, and Women Entrepreneurs of Baltimore. Due to the collaborative nature of the program, funding has been drawn from public and private sources.

University of North Carolina at Wilmington

Dr. James R. Leutze, Chancellor

UNCW Volunteers!

UNCW Volunteers!, a service-learning program, has six different volunteer programs, each involving approximately 15–20 students from the University of North Carolina at Wilmington. Student volunteers work at three public schools, one boys club, an afterschool program at a housing project, and a soup kitchen. In addition to the ongoing service programs, UNCW Volunteers! offers monthly service projects to students who prefer a shorter, more intensive experience. The first project of the 1994–95 school year was National Big Beach Sweep in which 25 students cleaned the beaches at Fort Fisher, North Carolina. Future projects include a Halloween carnival for 100 inner-city children; a Hunger Banquet to highlight the hunger problem in the world; an Angel Tree to collect Christmas gifts for foster children; and a senior citizens' dance. At the end of each semester, students are invited to a reflection meeting to discuss their volunteer experiences. Funding sources for the program include the university, BB&T Bank, and the Student Council for Literacy Education.

University of Oregon

Dr. David B. Frohnmayer, President

Resource Assistance for Rural Environments (RARE)

The University of Oregon Community Planning Workshop has developed Resource Assistance for Rural Environments (RARE) to assist rural Oregon communities. RARE's objectives are to train college-level students to become resource staff assistants to rural communities in resource-sensitive watersheds and help rural residents develop and implement community service activities that improve economic and environmental conditions in their region.

RARE participants spend 1 year in rural communities throughout Oregon and provide a variety of skills: community development, citizen involvement, needs and feasibility analysis, work program development, expert contact assistance, grant writing, geographic information systems, project implementation, and project evaluation. Students assist in solving local planning issues, particularly at the watershed level, including examining environmental problems within estuaries and training local residents in water quality monitoring and environmental restoration. Students are given a computer and printer to use during the year, and the equipment remains in the community after students leave. In addition to completing their assignments, students train local leaders in using the computer and accessing the resources available via the Internet.

The volunteers receive technical assistance from a staff of professional planners at the university, and the students return to the campus monthly to receive additional training and to discuss their progress. The project is funded through grants from the Corporation for National and Community Service via its Learn and Serve America program, the U.S. Forest Service, the Fund for the Improvement of Post Secondary Education (FIPSE), the University of Oregon, and the local communities.

University of Redlands

Dr. James R. Appleton, President

Office of Community Service Learning

The University of Redlands' Office of Community Service Learning (CSL) has joined efforts with several nonprofit agencies, including women's shelters, local school districts, the police department, and the city of Redlands, California, in a work-study program that matches college students with local organizations. Currently students participate in more than 55 work-study partnerships and internships in nonprofit agencies. For example, Success, a minority student-run mentoring program works with the San Bernardino probation department to pair juveniles with college mentors. Another program, Big Buddy, pairs children from single-parent families with college students for recreation and tutoring. Also, the university Tutorial Satellite Projects operate at various sites in the community offering free tutoring.

All university students are required to complete a community service project before graduation. In addition, there is a volunteer clearinghouse, honor houses for students dedicated to helping the community, and Greek service activity days and events. The CSL program began in 1991 with a Fund for the Improvement of Post Secondary Education (FIPSE) grant.

SERVICE PROVISION

Alcorn State University

Dr. Clinton Bristow, Jr., President

Afterschool Child Care and Educational Program

The Afterschool Child Care and Educational Program offers safe afterschool care and education for elementary school children with multiple risk factors. A diverse local advisory board provides direction for the program, which operates in the school districts of Jefferson, Claiborne, and Franklin County, Mississippi. The program is driven by a philosophy of service to children, parents, and the community. For children it provides a safe, supportive environment that encourages creativity, cognitive development, and positive self-esteem through age-appropriate educational activities, tutorial services, and nutritious snacks. For parents the program provides affordable, dependable afterschool care. Over 80 percent of the program's success is attributed to the involved parents, who are required to participate in a 12-hour parent education course. For the community it offers a support network among local businesses, social services, schools, and families.

Empowerment Zone/Enterprise Community Program

The Empowerment Zone/Enterprise Community Program (EZ/EC) pulls together individuals from local, State, and Federal Government, the private sector, and the community to identify, prioritize, and discover solutions for local problems in Jefferson and Claiborne Counties, Mississippi. With initial costs underwritten by municipalities in the targeted counties, the program's mission is to rebuild each community by redirecting the education of youth and adults, enhancing the quality of life for all citizens, and producing environmentally sound economic vitality by developing a quality workforce and attracting global, competitive industries to the region.

Formal citizen task force committees in each county receive guidance from an EZ/EC advisory committee composed of the president of Alcorn State University (ASU) and the presidents of two local banks. These task forces ensure maximum participation of community entities and grass-roots citizens in the planning and implementation process. High priority goals include providing a nationally competitive education, assuring quality medical care and social services, expanding the supply of decent and affordable housing, creating new jobs, and administering a comprehensive community development/infrastructure system.

Socially Disadvantaged Outreach Training and Technical Assistance Project

ASU and the Farmers Home Administration (FmHA), assisted by the Mississippi Association of Cooperatives, are working to increase the farm income of FmHA borrowers through the Socially Disadvantaged Outreach Training and Technical Assistance Project. Providing management and financial analysis training, the project improves farmers' skills in farm management, recordkeeping, credit and land utilization, crop production, and other areas. Training is conducted on a one-on-one basis, with emphasis on diversification and marketing.

The project also assists socially disadvantaged applicants in obtaining farm ownership and other loans, focusing on small and family-sized borrowers whose farms are not profitable. Only those borrowers who can be expected to show a net addition to family income due to their farm operation are included. After evaluation those not showing such a gain are encouraged to seek off-farm employment. Due to

increasing requests from financially stressed small farmers in nontargeted counties, ASU intends to expand its efforts to provide technical assistance related to tested farm management techniques and profitable alternative farm and nonfarm activities.

Auburn University

Dr. William V. Muse, President

Leadership for Economic Development Project

In 1990 the W. K. Kellogg Foundation funded the 4-year Leadership for Economic Development Project with $940,785. Cosponsored by the Alabama Cooperative Extension Service and the Economic Development Institute at Auburn, the project was conceptualized as a program to build a rural leadership base in Alabama, with rural economic development as the ultimate goal.

Guided by this vision, collaborative teams of faculty, extension specialists, local government officials and leaders, State and Federal funding agency representatives, and multimedia and computer specialists designed, developed, and implemented a rural leadership training and mentoring program for local government officials and community leaders from five economically depressed counties—Butler, Dallas, Lowndes, Perry, and Wilcox. After extensive training in leadership, community, and economic development, the teams of participating rural leaders gained the skills and knowledge to become more effective in the process of community and economic development. Further technical assistance was provided by mentors, who helped each team to assess community needs and strengths, identify promising economic development projects, apply for seed grants, and then initiate the projects.

Ball State University

Dr. John E. Worthen, President

ACTION 7: An Indianapolis Neighborhood Neighbors Planning Initiative

ACTION 7: An Indianapolis Neighborhood Neighbors Planning Initiative was a joint initiative created, supported, and funded by Ball State University and private, public, and nonprofit organizations in Indianapolis, Indiana. Designed to build consensus on future improvements in seven Indianapolis inner-city neighborhoods, the project joined the energies and resources of Ball State University, the city government, neighborhood nonprofit organizations, and the private sector. Ball State kicked off the project with a neighborhood planning class, followed by community meetings in each of the seven neighborhoods.

A group of 66 inner-city youth (Junior Community Organizers) devoted an entire summer to eliciting support for the project. Over 2,000 community residents then worked with community development corporations, the city planning agency, private agency personnel, and university staff to produce strategic action plans for the 7 areas. ACTION 7 received over $200,000 from the Indianapolis Neighborhood Housing Partnership, the Indianapolis Department of Metropolitan Development, iNET Indianapolis Network for Employment and Training, and Ball State University.

Muncie Urban Design Studio

Founded in 1980 the Muncie Urban Design Studio (MUDS) is a community-based project of the College of Architecture and Planning at Ball State University. Its

primary focus has been to combine public and student education in urban planning and design with technical assistance to the public and private sectors of the Muncie, Indiana, community. Its broad goal is to empower Muncie citizens to be effective, informed participants in urban planning and design processes. Public education activities have taken many forms and served a wide range of community constituents. Examples include operating a "storefront studio" and holding public education activities there, facilitating strategic planning for the Muncie Urban Enterprise Zone Association, and helping to conceptualize, obtain funding, and provide all planning and architectural services for the Muncie Homeownership and Development Center.

Since 1988 MUDS has demonstrated strong commitment to improving the economic and social conditions of residents in Muncie's two predominately minority, low-income neighborhoods. Its many efforts in this area have focused on a public education and advocacy approach to planning and have employed a range of participatory formats, including community-based workshops and public education sessions. Another ongoing concern of MUDS is public education and advocacy of historic preservation planning. Over the years MUDS funding sources have included Ball State, Community Development Block Grants, the Lilly Endowment, the Ball Foundation, the Muncie Urban Enterprise Zone, and dozens of smaller grants from local agencies.

Barry University

Sister Jeanne O'Laughlin, President

Pockets of Pride

Pockets of Pride, a joint venture between Barry University and the Miami Shores community, strives to raise the quality of life in the neighborhood by preventing urban decay through community involvement and commitment. Initiated at the neighborhood level, 6 meetings have been held at the university since 1994. Concerned residents serve on 6 committees and have developed a 26-point Neighborhood Action Plan to address how to improve schools, parks and recreation, law enforcement and safety, health and human services, and advocacy and community outreach in the areas of housing, yards, and zoning.

As the only large institution in the area, the university serves as the catalyst for Pocket of Pride meetings and has enlisted the aid of Seedco, a national nonprofit institution that helps residents improve their neighborhoods. Local and State government officials have also attended the meetings and have been actively involved in the organization. The next step is to establish Pockets of Pride as an independent community organization, with an executive director who will work collaboratively with government, business, and the university in the process of community renewal.

Beloit College

Dr. Victor E. Ferrall, Jr., President

The Beloit Academy

In cooperation with the Beloit, Wisconsin, public schools, the Beloit Academy was started in 1988 and serves approximately 100 African-American, Hispanic, and Asian-American students in the fourth through seventh grades. Through its unique curriculum, the Academy encourages self-worth, appreciation of personal environment and cultural background, development of educational skills, and joy of learning in at-risk students. Students travel back in time to study the multicultural environment of second century Alexandria, Egypt. They speak and translate Latin as a means of learning the fundamentals of language, conduct scientific experiments

derived from Alexandrian technology, and study the development of philosophies, arts, and sciences. Coursework stresses the importance of reading, writing, and quantitative skills and promotes technical literacy and a global perspective.

Students come to the college for afterschool classes twice a week and once a month on Saturdays, and attend an intensive 4-week summer enrichment program. Teachers in the public schools report measurable improvement on the part of academy students, with two-thirds on their schools' honor rolls. The $200,000 annual cost of operating the academy is currently funded by Beloit College and by gifts, including grants from the General Mills Foundation, the Patrick and Anna Cudahy Fund, and Johnson's Wax.

Bennett College

Dr. Gloria R. Scott, President

Health Care Services Project

The Health Care Services Project provides workshops, training, and general information on nutrition, maintenance of good health, and prevention of illness to teen parents and the elderly of Greensboro, North Carolina. Bennett College works with the Guilford County Health and Social Service departments and the Greensboro Housing Authority to offer services and training in nutrition, health care, and prevention techniques. Faculty and students jointly conduct home visitations, community workshops, a speaker series, minicourses, and an information and referral service. The project also conducts a baby wellness program that provides supplies for infants. Originally funded by the Kate B. Reynolds Foundation, the project is now solely supported by Bennett College.

Project Uplift

Initiated in cooperation with the Pathways Homeless Center and the Greensboro Housing Authority, Project Uplift is a U.S. Department of Housing and Urban Development funded project that assists homeless families in acquiring public housing. Bennett College works with the Homeless Center to identify homeless families and with the Housing Authority to place these families in public housing facilities. The families are provided assistance in securing utilities, furnishings, and appliances, and in enrolling their children in school.

Older Adult Program

Designed to provide the elderly with nutritional training and information, the Older Adult Program travels into the community to offer workshops and activities focusing on nutrition and the preparation of healthy meals for older adults. The program, originally funded by the Kate B. Reynolds Foundation, is conducted in conjunction with the Guilford County Health Department and the Department of Social Services.

Bennett College Community Development Corporation

Established as a separate entity by the Bennett College board of trustees to develop partnerships with communities in the southeast sector of Greensboro, North

Carolina, the Bennett College Community Development Corporation (BCCDC) strives to improve the quality of life for citizens of the Gorrell Street, Asheboro, and Arlington Park neighborhoods. The program encourages residents of these communities to work toward the goals of affordable housing, enhanced health and skills, and appropriate child care. The BCCDC receives funding from the U.S. Department of Housing and Urban Development to renovate housing, conduct home ownership workshops, and provide business training and technical assistance; the U.S. Department of Health and Human Services provides funds to conduct career training in the areas of nursing, carpentry, bricklaying, and other skills.

Binghamton University

Dr. Lois DeFleur, President

Resource Center for Healthy Families

The multidisciplinary Resource Center for Healthy Families is the first project created by the Community Action Team, a partnership of community, government, business, educators, and health care providers which formed in 1993 to improve the quality of life in the village of Johnson City, New York. The village is designated as a Refugee Resettlement Area, drawing people from all over the world to relocate there. The center's goals are to reduce the barriers that village residents experience in accessing services and to promote systemic change in the delivery of human services.

United Health Services, an active member of the Community Action Team, donated a three-story building for the development of the center. The building houses a Parent Resource Center with a training kitchen, a library of parent education resources, and a children's play area where adult play partners model appropriate behavior, communication, and discipline techniques for parents; a Teen Center, in which the Broome County Young Mens Clubs of America is the lead agency for activities and programs; and offices where providers can station staff to provide onsite services to village residents. Additional funds for building improvements were obtained from the Decker Foundation. Schools, government, business, and human service agencies, as well as the local Parent–Teachers Association, Girl Scouts, construction unions, refugee community groups, and engineering firms have contributed to the project.

Boston University

Dr. John Silber, President

Boston University Medical Center Community Outreach Programs

A joint university/government project, the Boston University's Medical Center was designed to address the pressing social need for low-cost health care for the economically disadvantaged in the Boston area. Comprising Boston University's Schools of Medicine, Dentistry, and Public Health, as well as the Boston University Medical Center Hospital, the center represents a major source of free or low-cost health care for many local residents. The School of Medicine offers basic health screening in neighborhood centers and nursing homes, biotechnology education for local students, and a program to treat malnourished children. As part of this program, the school coordinates nutritional counseling, clothing drives, and food donations for hungry, homeless, and otherwise disadvantaged families.

The Boston University Medical Center Hospital (BUMCH) provides free care for those who are unable to pay. For instance, elderly community residents receive no-cost flu shots, cancer screenings, glaucoma exams, and osteoporosis tests. The

BUMCH pharmacy also regularly donates medicine to the homeless elderly. The School of Public Health offers a variety of educational programs throughout the Boston community and conducts studies of rising health care costs to identify potential solutions. The Goldman School of Graduate Dentistry provides low-cost oral health care and outreach services, visiting more than 600 sites each year to ensure disabled children and adults receive basic dental care. Each of these community outreach programs serve Boston's indigent and low socioeconomic population, ensuring they receive preventive medicine, education, and dental services.

Brevard Community College

Dr. Maxwell C. King, President

Community Commons

Community Commons, a collaborative partnership of more than 40 educational and service organizations, serves Project Independence participants who receive Aid to Families with Dependent Children (AFDC). Referred to Community Commons by Project Independence, Project Independence/AFDC participants receive educational, medical, job training, job placement assistance, mental health, and social services. The program's objective is to promote self-sufficiency by empowering the entire family through education and support services. There are two Community Commons learning centers where a variety of services are offered, including counseling, Adult Basic Education (ABE)/General Equivalency Diploma (GED) preparation, and vocational/cottage skills training.

The Community Commons model is responsive, adaptive, and based on each family's unique needs. Assessment, counseling, and a mentor relationship are provided at centers within the housing authority of each target area. This unified provision of services reduces duplication and maximizes support, ensuring that children receive services intended to help break the intergenerational spiral of social program dependency.

Community Commons is primarily funded through the Florida Department of Labor and Employment Security and the U.S. Department of Housing and Urban Development. It received a 1992 National Award of Merit from the National Association of Housing and Redevelopment Officials.

California State University, Fullerton

Dr. Milton A. Gordon, President

Townhall

On March 2, 1994, the School of Communications at California State University (CSU), Fullerton, in partnership with Orange County Newschannel, sponsored a Townhall Meeting entitled "Orange County...Melting Pot or Melting Down." The event, which was promoted by the print media before and after the meeting, attracted an audience of 700 persons and was broadcast to a large viewing audience. Four more Townhall Meetings are planned. The next will focus on space and spin-off products, exploring major aeronautical and space contributions to American scientific and technological growth and their potential for practical benefits. It will also assess the loss of aerospace contracts and business on the economy and quality of life in the region and the State. The findings will set the agenda for community planning groups, who will generate a legislative agenda to strengthen the California economy. A future Townhall Meeting will focus on technology, utilizing current advances in technology and demonstrating its applications for community building. The remaining Townhall topics have not yet been selected. Pacific Bell Telesis is cooperating on the project, and Hewlett Packard has expressed interest in the second Townhall.

California State University, Stanislaus

Dr. Marvalene Hughes, President

The BRIDGE

The BRIDGE is an informal cooperative effort among California State University (CSU), Stanislaus; Modesto Junior College (MJC); the Modesto Police Department; Stanislaus County Public Health Services; the Buddhist Association; and other community groups. Located in an old housing complex in west Modesto, California, the BRIDGE provides a comfortable, nonthreatening setting where CSU students and faculty interact with Southeast Asian refugees, Hispanic immigrants, and others from low-income communities to share their cultures and help to solve family and community problems. The people of the neighborhood bring a variety of acculturation, health, safety, educational, and other needs to the attention of BRIDGE staff, who network with faculty and students at CSU, Stanislaus and MJC, as well as agencies and volunteers in the larger community, to meet the identified needs. BRIDGE staff and volunteers then design and present language classes, acculturation workshops, tutoring, and informal counseling.

An important factor in the BRIDGE'S success is that its staff are varied in age, cultural background, and talents, helping to build bridges of friendship and understanding. Funding sources include the U.S. Department of Housing and Urban Development, the U.S. Department of Health and Human Services, the Office of Refugee Resettlement, the Fund for the Improvement of Post Secondary Education (FIPSE), the California Office of Education, public health services, United Way, and businesses and individuals.

Transitional Learning Center

A school for homeless youth, the Transitional Learning Center (TLC) is a collaborative effort between St. Mary's Interfaith Dining Room; CSU, Stanislaus; and the San Joaquin County Office of Education working with four area shelters and transient motels. Its goals are to provide for the physical, emotional, and educational needs of homeless children of San Joaquin County and to raise community awareness of their plight. Approximately 15 other community agencies collaborate to provide an extensive range of services to the children and their families. Numerous civic, church, and educational organizations also provide support.

Specifically, TLC provides students with breakfast and lunch, school supplies, clothing, toiletries, medical care, and positive reinforcement, in addition to an academic program in literacy, mathematics, and second language acquisition. By addressing the educational needs of homeless children and providing academic and self-esteem building activities in a classroom setting, TLC aims to give these children the impetus they need to learn crucial academic and social skills and to feel proud and confident of their achievements.

California State University, Stanislaus; Modesto Junior College; and Modesto City Schools Partnership

In 1988 Modesto City Schools, MJC, and CSU, Stanislaus entered into a partnership to encourage students, especially members of underrepresented ethnic groups, to pursue their education beyond high school. The goal of this effort is to develop recruitment programs to increase the number of students who are eligible for admission to a college or university, and once admitted, go on to graduate. The partnership has developed many recruitment strategies that target all students, but

especially target low-income and underrepresented students. These programs raise the level of awareness of and interest in higher education through events including field trips to CSU and MJC, evening programs that demonstrate these institutions to parents, and classroom presentations. A booklet is prepared and distributed each year to the staffs of CSU, MJC, and the Modesto City Schools to publicize the programs. Transportation to bring the students to the various campuses is funded by the district.

The Center in the Woods

California University of Pennsylvania

Dr. Angelo Armenti, President

The Center in the Woods is a nonprofit corporation whose mission is to improve the quality of life for older persons by providing programs and services to the elderly, and training on aging issues to university students and professionals in the California, Pennsylvania, area. In a unique arrangement, the university provides staff to the center. In return the center, which serves over 300 persons daily, serves as a hands-on laboratory for university students from many disciplines, such as gerontology, social work, professional writing, art, and counseling. This partnership also offers opportunities for faculty research and publications, community service and volunteer placements for students and faculty, and service projects for university organizations. In addition to California University, a wide variety of other partner organizations include Brownsville General Hospital, Mon Valley Hospital, Centerville Clinic, California Ministerium, Presbyterian Association on Aging, and Council Care Adult Day Care Center.

District of Columbia Primary Care Alliance

The Catholic University of America

Brother Patrick J. Ellis, FSC, President

Formed to respond to the lack of quality primary health care services available to many District of Columbia residents, the District of Columbia Primary Care Alliance is a public/private partnership between the Commission of Public Health and District schools of nursing and medicine, including the Catholic University of America School of Nursing, The George Washington University, Howard University, and Georgetown University. The partnership works to increase the availability and accessibility of community-oriented primary care to District residents. Specific challenges involve increasing the number of primary care providers who receive a multidisciplinary education locally, enhancing the knowledge and skills of providers to meet the complex health needs of the culturally and ethnically diverse District residents, and increasing the number of community-oriented, multidisciplinary primary care sites where residents can receive primary care services and students can study the health professions.

St. Peters Village

Christian Brothers University

Brother Michael McGinniss, President

A consortium of seven institutions of higher education in Memphis, Tennessee, including Christian Brothers University, intends to establish a Resource Center at St. Peters Village, a combination health care center and retirement home for the elderly. The center will provide the latest medical technology and psychological assistance to the immobile elderly. The consortium will work together in this effort with people who are familiar with working with the elderly, particularly the Memphis

Arts Council, the Village's onsite supervisors, and institutional personnel. The program will focus on the reactions of the elderly to their lives, developmental work, life review work, and other aspects of mental, social, and physical well-being. Its activities will be designed to truly promote good verbal skills, remote memory skills, and ability to concentrate.

Cleveland State University

Dr. Claire A. Van Ummerson, President

Cleveland Community Energy Coalition

The Cleveland Community Energy Coalition (CCEC) provides energy conservation activities and weatherization services to low-income households in Cleveland and northeastern Ohio. Services range from client education to small grants, and include full measure insulation services, furnace replacements, electrical repairs, and marketing and training for experienced and new weatherization staff persons in the community.

Since 1979 the Center for Neighborhood Development at Cleveland State University has worked with CCEC and other neighborhood-based programs to address low-income energy assistance and affordable housing issues. The center's role is to assist community-based organizations in developing, coordinating, and evaluating home weatherization programs for low-income households. The center collects data from 21 neighborhood organizations that provide energy assistance and weatherization service to eligible households. Once analyzed, this information is used to compile progress reports to five funding sources, as well as to perform cost-effectiveness studies of weatherization expenditures and resulting fuel cost savings. The center's efforts in community-based weatherization have spurred the growth of the coalition into a multimillion dollar program. Based on this success, funding has been leveraged from the Ohio Department of Development; the East Ohio Gas Company; local foundations; the city of Cleveland; BP America, Inc.; and local banks.

Virtual City Hall: Neighborhood Link

A demonstration project, Neighborhood Link is designed to serve the citizens of Cleveland, Ohio, 48 percent of whom are minorities. The goal of Neighborhood Link is to promote equity of access to information networks so that the information age does not create information "haves" and "have nots." To that end user-friendly computer workstations with a printer and interactive video capability will be placed in 12 public locations—such as libraries, settlement houses, and recreation centers—in primarily African-American neighborhoods. From Neighborhood Link workstations, people will be able to access city services, neighborhood development services, neighborhood-city hall events, employment information, data and information services, community bulletin boards, and a science and math tutorial from the National Air and Space Association Lewis Research Center. Partners in the demonstration project include Cleveland State University, the city of Cleveland, Cleveland Public Library, Neighborhood Centers Association, and Ameritech. The institutional partners are providing inkind support, while Ameritech is providing equipment and software.

College Misericordia

Dr. Carol A. Jobe, President

Diversity Institute

The Diversity Institute, an educational resource center, works with the community of Dallas, Pennsylvania, to promote multicultural understanding and the elimination of all forms of discrimination. Its mission is educational. Its programs share practical tools and ideas to assist individuals and groups as they seek to promote multicultural awareness. Training and consultation are offered in cross-cultural communications, cultural sensitivity, curriculum assessment and development, resource acquisition, organizational change, strategy development, and prejudice and bias reduction. Educational programming offers graduate courses for educators, seminars for businesses, and diversity awareness conferences. Community services include a diversity calendar of events, mentoring and leadership programs for youth, and a cultural diversity fair. The institute has also collaborated with regional school districts to deliver a prejudice reduction program.

College of the Siskiyous

Dr. Martha G. Romero, President

Process Technology Center

The Process Technology Center trains and finds jobs for workers who have been displaced due to the decline in the timber industry, thereby creating a labor force equipped with the skills necessary to attract new industry to economically depressed Siskiyou County. Its training program is based on the multiskill orientation of modern production practices, which requires technicians to understand the operation and processes of several skill areas. Core skills such as reading for information, listening, writing, applied mathematics, critical thinking, and problem solving are also emphasized. Sources of funds and other resources include the U.S. Department of Commerce, the Forest Service, the Employment Training Panel, the city of Yreka, California, the local economic development council, Federal agencies, and local businesses.

Columbia College Chicago

Dr. John B. Duff, President

Career Beginnings

Career Beginnings assists academically average high school students from low-income backgrounds to make a successful transition to college, training, or employment. This partnership among businesses, public schools, community organizations, and institutions of higher education has as its goal a highly qualified workforce, and thus an improved economic future, for the Chicago area. The program provides high school juniors and seniors with individual case management, academic enrichment, summer employment opportunities, and volunteer adult mentoring. Approximately 94 percent of Career Beginners graduate from high school, 69 percent attend college or vocational training, 12 percent enter employment, and 4.5 percent join the military. Several Chicago charitable foundations sponsor the program. Plans for expansion include earlier intervention, postgraduate followup and guidance, and curriculum extensions.

Donnelly College

Dr. John F. Murry, President

Hope for a Home

Making homes available for low-income renters is the focus of Hope for a Home, a community extension program. Hope for a Home was developed by Donnelly College, a private college in the urban core of Kansas City, Kansas, dedicated to providing higher education opportunities for those who otherwise would go unserved. The Kansas City Public Housing Authority, the Kansas City Neighborhood Alliance, Habitat for Humanity, local banks, real estate agencies, and other entities involved in making homes available for low-income residents cooperated to develop the program.

East Tennessee State University

Dr. Roy S. Nicks, President

JOBSWORK/Young Parents Partnership

The Young Parents Partnership is designed to prevent long-term welfare dependency among teenage parents. Serving urban and rural areas of east Tennessee, it identifies teenage parents who are currently in school or who have recently dropped out. These teens are encouraged to complete their high school education and possibly receive training or further education. The program uses various community resources to provide a package of resources for clients and their families. Particular emphasis is placed on enhancing parenting skills and building social support networks. Partners in the program include the Alliance for Business and Training, the Tennessee Department of Human Services, and East Tennessee State University. Funding ($1.3 million for 1994–95) is provided by the Tennessee Department of Human Services through block grant funds from the U.S. Department of Health and Human Services.

Elizabeth City State University

Dr. Jimmy R. Jenkins, Chancellor

Implementation of Strategies to Address Rural Community and Economic Development Needs

Elizabeth City State University's efforts in rural community and economic development are being implemented through various programs. In partnership with other service providers, the university has gone beyond its campus to address problems in fair and affordable housing, minority and small business development, substance abuse education, job training, and educational concerns. The university currently participates in the U.S. Department of Housing and Urban Development's Historically Black Colleges and Universities (HBCU) program, developing partnerships within the community to rehabilitate substandard homes for low- and moderate-income families, expand affordable homeownership opportunities, stimulate economic and small business development opportunities, disseminate information regarding the Fair Housing Act, and make youth more aware of the dangers of drugs.

The university's Small Business Technology and Development Center (SBTDC) has small business counselors and regional economists who work with local groups on activities to improve business and economic development in the community. Faculty and student outreach services include the Center for Economic Education, which introduces innovative approaches to teaching economics in public schools in northeastern North Carolina, and the Banking Center, which provides technical assistance to the Elizabeth City Planning and Community Development Department and River City Community Development Corporation. Community development interns, with university staff supervision, also analyze rural development issues to address housing and economic needs in targeted communities.

Occupational Opportunity Center for the Homeless

El Paso Community College

Dr. Adriana Barbera, President

The Occupational Opportunity Center for the Homeless promotes training and educational opportunities for the homeless. It also seeks supportive services from the community to assist the homeless in achieving their goals. In this partnership with the El Paso Coalition for the Homeless, which has 60 organizational and individual members, the college sponsors and case manages the majority of participants. A day center provides walk-in services in counseling, education, occupational training, and job placement, and offers a place for the homeless to leave belongings, receive mail, change clothes, bathe, and have a cup of coffee in an amiable setting. Since the center opened in 1991, more than 2,100 homeless individuals have received services.

Martin Luther King Business Promotion Center

Florida Atlantic University

Dr. Anthony J. Catanese, President

The Martin Luther King Business Promotion Center is a small business advocacy and development center that was established to assist small business startup, expansion, and retention in the northwest section of Pompano Beach, Florida, where up to 96 percent of the population are low-income residents. Through the center Florida Atlantic University (FAU) conducts ongoing seminars and workshops on topics including entrepreneurship, business startup, bookkeeping, and advertising and marketing. FAU also assists startup businesses to write their business plans and apply for commercial loans. The city of Pompano Beach provided the center with a $100,000 grant. Current partners include FAU, several banks, and other organizations.

Community Reentry Program

The Community Reentry Program provides at-risk youth and low-risk delinquents with the employment skills they need to reenter society as productive citizens. The National Association for the Advancement of Colored People (NAACP), in partnership with local law enforcement agencies, provides an alternative education and job development program for juveniles who are at risk of being incarcerated or are in the initial stages of the juvenile justice system. FAU worked closely with NAACP to secure funding for implementation, wrote the program manual, developed a comprehensive curriculum, and campaigned along with other organizations for implementation, which occurred in October 1994.

San Juan Forum

Fort Lewis College

Dr. Joel M. Jones, President

The San Juan Forum, a nonprofit corporation, enhances economic development in the Four Corners region while preserving and advancing the quality of life for area residents. The Forum serves as a unifying force for local, State, and tribal government to collectively address the needs of the region as a whole. Members are two Ute Tribes; the Navajo Nation; the Jicarilla Apache Tribe; several counties in Colorado, New Mexico, and Utah; and the State governments of New Mexico, Colorado, and Utah. Issues of regional concern addressed by the Forum include regional solid waste management, telecommunications, value added forestry and

agriculture, transportation, youth services, small business development, and Federal agency collaboration and cooperation with local entities for rural community development.

Franciscan University of Steubenville

Reverend Michael Scanlan, TOR, President

Steubenville Empowerment Zone Strategic Plan

The Steubenville Empowerment Zone Strategic Plan is a collaborative effort among the city of Steubenville, Ohio, Franciscan University of Steubenville (FUS), and residents of an area with low to moderate income. The plan is designed to accomplish a number of goals. Handicapped accessibility will be provided for university residents and community visitors. Where none presently exist, sidewalks to recreation areas will be provided for residents of the Metropolitan Housing Authority and FUS students. The ability of local students to attend institutions of higher learning will be improved through a cost-effective increase in the Transit Authority's scheduling. A small business development center will be established, where area high schools and 2-year institutions can develop and maintain an alumni database to develop new business projects and market local businesses. Finally, in cooperation with the city of Steubenville, Metropolitan Housing Authority, and FUS, a local intersection will be improved.

Gadsden State Community College

Dr. Victor B. Ficker, President

Gadsden Head Start Program

The Executive Director of the Gadsden Head Start Program serves in partnership with Gadsden State Community College (GSCC) to provide immediate and long-term achievement in education. Development efforts are aimed toward parental and staff understanding of their roles in the education of children in Gadsden, Alabama. The parents enter into a partnership with the Head Start Program to support and become involved in the school. This involvement can then extend into the community at large, with parents possibly furthering their own educations, taking on community and civic leadership, and becoming involved in policymaking. The Head Start Program, as part of its partnership, has also created the Paradigms of Professional Development, a program designed to promote staff development, positive thinking, self-esteem, health, self-sufficiency, and financial stability.

Gadsden Senior Citizens Program

The Gadsden Senior Citizens Program provides the elderly in Etowah County, Alabama, with proper nutrition and necessary transportation. The program is administered as a direct result of funds provided under the Older Americans Act. It is also financed with limited grant funds from the East Alabama Area Agency on Aging, with a local match from the United Way, and inkind services provided by GSCC and the cities of Gadsden and Attalla. The program is seeking to enhance its numerous services, specifically in the areas of revitalization of senior transportation and homebound meals, which provide regular nutrition and important social contact for at-risk homebound older persons. In a 12-month period the program provided 21,690 hot, balanced meals in senior center locations; 8,194 meals were delivered to the isolated homebound elderly. In the transportation service, 9,492 trips were made on senior citizen vans to senior centers, doctors, grocery stores, and government agencies.

Gannon University

Monsignor David A. Rubino, President

Gannon Community Project

For 2 hours each Tuesday and Thursday evening, licensed physical therapists from the Erie community, assisted by students in the Gannon University (GU) Masters in Physical Therapy Program, provide pro bono professional services to the underserved of center-city Erie, Pennsylvania. The project goal is to provide services to individuals who are not able to afford physical therapy intervention, due to lack of insurance coverage or discretionary income. Referral to the project must be made through Primary Health Care Services of Northwest Pennsylvania. Ancillary services such as greeting, registering, and escorting patients are performed by student volunteers from the GU Center for Social Concerns.

The AIDS Action Team

In 1993 a group of 12 GU students created an AIDS peer education network, the AIDS Action Team (AACT). Prepared with Red Cross training, these students will make presentations and distribute information about HIV/AIDS to schools and colleges in the Erie area upon request. The network helps to inform and educate students about topics such as AIDS transmission, risks, myths, and prevention techniques. Training will take place through a series of seminars sponsored by the AIDS Council of Erie County and staff of the GU Student Development Division. In addition to verbal instruction, written materials in the form of brochures and pamphlets will be furnished as reference materials. AACT, now expanded to 23 students, works in collaboration with the Northwest Rural AIDS Alliance, which provides project supervision along with representatives from the Erie School District, the director of the GU Center for Social Concerns, and the Red Cross. Funding comes from the GU Center for Social Concerns.

Gwynedd-Mercy College

Sister Linda M. Bevilacqua, OP, President

A Multisite Community-Based Nursing Center: A Partnership for Health in Montgomery County

With Gwynedd-Mercy College (G-MC) as the lead agency, the Montgomery County Health Department, Montgomery County Community College, and Mercy Health Corporation are proposing to develop a nursing center to meet the needs of the commuter college population and other selected populations that are not served by the existing health structure. This partnership represents a linkage of private, public, government, and community sectors of Montgomery County, Pennsylvania. The center will provide direct access to comprehensive, high-quality, culturally competent, cost-effective nursing services to meet the health needs of disadvantaged populations in Montgomery County. It will also establish cooperative partnerships to foster faculty development, encourage collaboration, and provide innovative community sites for faculty practice and research. Finally, the nursing center will provide opportunities for nursing students, faculty, project partners, and community members to work together in meeting the health needs of identified communities.

Hollins College

Dr. Jane M. O'Brien, President

Your Invitation to Discover Hollins

Hollins College, a liberal arts college for women, is strengthening its ties to the Roanoke, Virginia, community by producing and disseminating a four-color brochure entitled "Your Invitation to Discover Hollins." The brochure informs local citizens of the opportunities available at Hollins, making the college an open, accessible, and friendly center for cultural and educational opportunities. The brochure is a first-time effort by Hollins to reach out in a comprehensive fashion to members of the Roanoke community. The brochure is just one of the college's outreach efforts. Many students and faculty members also volunteer each year to assist local community agencies, hospitals, crisis centers, and pensioners.

Indiana University East

Dr. David J. Fulton, President

Area 9 In-Home and Community Services Agency

The Area 9 In-Home and Community Services Agency, the designated area agency on aging for east central Indiana, is the region's primary provider of community-based long-term care and community services for the elderly and disabled. Its mission is to assist older and disabled individuals in leading independent, meaningful, dignified lives in their own homes and communities for as long as possible. It accomplishes this mission by establishing necessary income and community-based services designed to prevent or delay nursing home placement, if possible. Income services include case management, income care and assistance, meals for the homebound, and minor home repair. Community services include information and assistance, nursing home ombudsman services and preadmission screening, transportation, health screenings, employment training, and a meal service in senior centers. The Agency also conducts special events, including Senior Games, an annual picnic, and educational workshops and seminars.

The agency has fostered a growing and mutually beneficial relationship between Indiana University East and local senior citizens. The recent expansion of the Agency's mission to include the disabled will broaden the university's opportunities to serve a neglected population. The campus has developed a certificate program in gerontology. Human Services, Social Work, and Nursing have all developed field placements or clinics either at the agency or other institutions that provide services to the elderly.

Faculty from various disciplines have also conducted research or service activities utilizing agency resources, including an Alzheimer's Support Group, service needs assessments, and a wellness program. Indiana's students have become more aware of the impact of the elderly, and its faculty pay more attention to them in their research efforts. The link with the University also ensures that the Agency is stronger administratively. Income and expenditures are handled in accordance with University procedures, enabling staff to focus full attention on their mission. The partnership thus benefits all parties—the university, the elderly and disabled, and the Federal and State governments which fund agency services.

Reinventing Neighborhood Governance: Empowering Inner-City Communities

Indiana University-Purdue University

Gerald L. Bepko, Chancellor

Reinventing Neighborhood Governance: Empowering Inner-City Communities is a partnership among Indiana University-Purdue University Indianapolis' (IUPUI's) Center for Urban Policy and the Environment, the city of Indianapolis, and three Indianapolis neighborhoods. By providing tools to help Indianapolis neighborhoods perform a number of service-provision functions currently under the purview of city and county governments, the partnership empowers lower income, urban neighborhoods to become self-governing communities by actively participating in government policies and decisions. With the assistance of university faculty and students, city staff, and elected representatives, neighborhoods have formed councils with the authority and administrative responsibility to plan and manage their communities. These councils address community development, zoning variance and related land use decisions, parks and recreation areas, local traffic patterns, and prioritization of capital and street improvements. Other services, such as code enforcement and public safety, have also been identified as potential areas for increased neighborhood control. Funding comes from the city of Indianapolis and the Greater Indianapolis Progress Committee.

Integrated Systems Digital Network

Jefferson Davis Community College

Dr. Sandra K. McLeod, President

The city of Brewton, Alabama, and South Central Bell have formed an alliance to bring state-of-the-art telecommunications service to Brewton's residents and businesses. As Alabama's Center for Excellence in Telecommunications, Jefferson Davis Community College's Brewton campus will play a major role in the Integrated Systems Digital Network (ISDN) effort. Just some of the services available through ISDN will include distance learning, work-at-home applications, video conferencing, and telemedicine. As a partner in this effort, the college will use telecommunications and distance learning technologies to provide education, community service, and economic development to the citizens and employers of Escambia County.

Families About Success

Joliet Junior College

Dr. Raymond A. Pietak, President

The Families About Success program is a comprehensive family literacy project that attempts to break the intergenerational cycle of undereducation, unemployment, and welfare dependency. Joliet Junior College has joined with numerous Illinois schools, industries, vocational training institutes, unions, and service organizations to improve parents' basic literary skills and provide workforce training. This will aid parents to be better equipped to guide and support their children's education, training, and career selection. An aggressive marketing campaign to identify and recruit families for participation in the program is ongoing among numerous agencies. The college's Center for Adult Basic Education and Literacy utilizes its network of education and service providers to identify at-risk, disadvantaged, or otherwise eligible parents and children. Parents receive educational services, vocational training, and job search, preparation, and retention classes. Children of parents in the program are tracked to monitor academic achievement, vocational training, and education/training needs. Family programs focusing on career selection, decisionmaking, goal setting, and counseling are also offered.

Kent State University

Dr. Carol A. Cartwright, President

Small Business Information Center

Kent State University, Salem campus, has embarked on an outreach initiative with the formation of its Small Business Information Center. Designed to help people start and successfully run small businesses, the center offers one-on-one counseling for entrepreneurs who need help with writing a business plan, locating sources of funding, and preparing financial projections. It also makes printed material and videos available to potential business owners. There is a computer and software for preparing a business plan or financial projections.

The center is a collaborative effort that includes public and private partnerships and various degrees of volunteerism from area practitioners and retired executives. On behalf of Kent State, the center is engaged in a partnership with nine area banks and a government economic development agency to be the application intake for the Columbiana County Mini Loan Fund, a private/public consortium developed to help would-be or current business owners who might not be eligible for conventional loan funding. By helping people start and run their own businesses, the center is helping to strengthen the area economy, which ultimately supports economic and urban growth. Sole and limited funding comes from the operating budget of the Salem campus.

Kentucky State University

Dr. Mary L. Smith, President

Frankfort/Franklin County Community Education

Since 1982 Kentucky State University has been an active partner with the Frankfort Independent School system and the Franklin County School System to sponsor the Frankfort/Franklin County Community Education Program. Through this program Kentucky State University is able to extend to the community many leisure and professional noncredit courses. This program serves persons of all ages and has twice received the State's Outstanding Community Education Award.

Lane Community College

Dr. Jerry Moskus, President

American Dream Program

Students at Lane Community College in Eugene, Oregon, are helping make the dream of homeownership a reality for low-income families through their work with the American Dream Program. The program is a cooperative effort of the St. Vincent de Paul Society of Lane County and Centennial Bank. A lease-to-own program, it provides qualified low-income families with an opportunity to buy homes at affordable rates.

The college students—a diverse group including local youth, dislocated wood products workers, retirees, and others—build and renovate lease-to-own homes and apartments, combining skills learned in the classroom with hands-on experience. This on-the-job training is particularly important to the local labor unions, the Homebuilder's Association, and Associated General Contractors. Tools, labor, and onsite supervision are provided by Lane; materials, supplies, and general project supervision are funded by the St. Vincent de Paul Society of Lane County; and project financing comes from Centennial Bank. Construction sites have been acquired through private donations and purchases by the St. Vincent de Paul Society and Centennial Bank.

Loma Linda University

Dr. B. Lyn Behrens, President

Social Action Corps Clinic

The Social Action Corps Clinic (SAC) provides comprehensive health care (prevention, education, and treatment) to the Loma Linda, California, community, incorporating training and educational models for students and consumers. The vision is to facilitate the empowerment of individuals by being a catalyst, and the development of a socially active, upwardly mobile healthy community. The clinic, a nonprofit corporation, serves the surrounding San Bernardino community through a professional and community-based interactive, multidisciplinary approach in the provision of primary and preventive health care services. The university's student training and education departments, Medical Center Health Delivery Services, and Center for Health Community Development work with SAC to advance a healthy and self-reliant community.

Mental Health Crossdisciplinary Consortium

The Loma Linda Mental Health Crossdisciplinary Consortium combines the university's Psychiatry, Psychology, and Social Work departments to provide a comprehensive family-centered model of mental health practice. The consortium uses both the clinical and academic resources of experienced practitioners, educators, and advanced professional students. This model is intended to facilitate crossdisciplinary integration in practicum experiences, courses, seminars, and research, and to equip the consortium with the capacity to provide services that are accountable, efficient, and effective.

Louisiana State University at Eunice

Dr. Michael Smith, Chancellor

Prairie Restoration City Park Landscape

Faculty and students of Louisiana State University (LSU), the Cajun Prairie Preservation Society, and the city of Eunice are working to restore 10 acres of prairie land to its native vegetation. Over the years most of the Cajun Prairie has been replaced by cultivation or railroad tracks, threatening the natural plants of the area with extinction. The restoration site, an abandoned railroad property in an older district of the town, was leased by the city, treated with herbicides, and control burned. Then with seeds collected from approximately 300 different species of grasses and flowers growing in remnant strips of the original grasslands, students, faculty, and parents sowed and lightly tilled the land. Plants from many different strips were placed on the site, which is designated as a city park and protected from chemical spraying, plowing, or construction. The design of the park includes paths, a nature station, and outdoor classroom facilities. Besides the city and LSU, the project was sponsored by Union Pacific Railroad, Jean Lafitte National Historical Park, Liberty Cultural Association, the Eunice Kiwanis Club, and the Eunice Chamber of Commerce. A $3,200 grant from the State of Louisiana Division of Arts and a 50-percent matching fund raised by local businesses and civic events provided the necessary supplies and the services of a landscape architect.

Louisiana Tech University

Dr. Daniel Reneau, President

Lincoln Institutions Networking for Children

Lincoln Institutions Networking for Children (LINC) was created to link the institutions of Lincoln Parish, Louisiana, together to increase the positive self-esteem of the 100 children who attend Lincoln Center School, a multipurpose school for at-risk 4- and 5-year-old children. Before integration Lincoln Center was the African-American high school in Ruston, Louisiana, and was a source of pride in the community. After integration it was used for a variety of purposes and lost its identity. LINC is restoring Lincoln Center as a source of pride to parents, children, and the community.

Partners in the project include the College of Human Ecology of Louisiana Tech University, Lincoln Center School staff and families, Ruston High School, Lincoln Parish School Boards, and 41 public and nonprofit agencies, volunteer organizations, and businesses. LINC's successful partnerships have strengthened the community. Teachers are incorporating developmentally appropriate activities into the curriculum; high school minority males mentor, inspire, and care for the children; parents are increasing their involvement in school activities; the prestige of Lincoln Center is increasing in the community; and support of community agencies for the Lincoln Center program is increasing. For example, Junior Auxiliary of Ruston members donate time to read to children, Taco Bell is a corporate sponsor, and People Unlimited, Inc., has developed an interagency working relationship with the Lincoln Center.

Loyola University of Chicago

Reverend John J. Piderit, SJ, President

Countdown and Science Power

Loyola University's Countdown and Science Power project uses interactive cable television to give Chicago families an opportunity to learn more about mathematics and science. Children work with "television teachers"—including university faculty, elementary school teachers, and an occasional elementary school student—to explore topics such as coordinate geometry, symmetry, color, and water. During the hour-long programs, which are broadcast two evenings a week on the community access channel, approximately 30 children call in with answers. Math and science concepts are taught through direct instruction and experiments and are reinforced through game-like activities. In addition to the Loyola partnership between the College of Arts and Sciences and the School of Education, partners in the project include the Cable Access Corporation, the Lloyd A. Fry Foundation, State educational agencies, the Organization of the NorthEast, and local public and private elementary schools.

Macon College

Dr. S. Aaron Hyatt, President

Macon College/Bibb County Public Schools Excellent Schools Program/College Counseling Project

In the Excellent Schools Program/College Counseling Project, a 3-year grant project between Macon College and Bibb County Public Schools, four middle schools and four high schools provide task force teams that design individual programs and activities for their schools. Macon College faculty collaborate with faculty from Bibb County to provide workshops on improved technologies, creative approaches, and variations of teaching methods for the math, science, social studies, and English programs to ensure sound preparation for higher education programs. By doing so the

program intends to increase the number of students entering postsecondary institutions, increase parental involvement in the schools, raise academic expectations, and establish a uniform academic counseling curriculum. Over 1,500 8th grade students visited Macon College in 1993–1994; it was, for the majority of students, their first visit to any college campus. The Excellent Schools Program is funded by a grant from the Peyton Anderson Foundation and the John S. and James L. Knight Foundation.

Madonna University

Sister Mary Francilene, President

Striving for Success

Striving for Success is a tutoring program for elementary and middle school students at O.W. Holmes School in Detroit, Michigan. Members of the Madonna University community and employees of Ameritech Corporation collaborate to run this program. University students and Ameritech employees receive a minimal stipend provided by Ameritech, Blue Cross/Blue Shield, Ford Motor Company, and Michigan Consolidated Gas to tutor students who participate in the Saturday morning program.

The Tutoring Team

The Tutoring Team is made up of college students and volunteers from business and industry who work with Arabic, African-American, Caucasian, Hispanic, and Romanian children whose math and/or reading skills need strengthening. The team works at O.W. Holmes Elementary School, a public school in Southwest Detroit, on Saturday mornings in the winter from January through early April. The program helps the children to develop their math and English skills, increases their love for learning, and enhances their self-confidence. The continuous partnership between the Madonna University, the Holmes school, and business and industry has ensured the program's success. Some of the tutors have been involved in the program since its inception. The at-risk children benefit from the extra academic assistance, the school gets much needed assistance, and the tutors enjoy a deep sense of satisfaction while fulfilling their community service commitment. In 1992 the Tutoring Team was honored by former President George Bush and designated as the 996th Point of Light. Partners who supply both funds and tutors include Ameritech, Blue Cross-Blue Shield, MichCon, Ford Motor Company, and an attorney.

Massasoit Community College

Dr. Gerard F. Burke, President

Community Service Center

The Community Service Center at Massasoit Community College will house data on all the public nonprofit agencies in the Massasoit service area of Massachusetts. The center will organize the data and direct all inquiries to appropriate agencies looking for volunteers. Staff members will write human interest stories for local newspapers about people volunteering in these agencies, and then advertise the Community Service Center as a resource for anyone who is interested in volunteering. People can call or come to the center to get information on types of agencies, types of jobs, who to contact, and where to go. The center will also provide counseling on prospective volunteer positions. The philosophy behind this program is that many potential volunteers exist in the community, but they do not know where to begin gathering information on those who need help.

Northeast Louisiana University

Lawson L. Swearingen, Jr., President

Family Resource Center

Helping families grow, the Northeast Louisiana University Family Resource Center (NLU-FRC) is a collaborative effort to improve the quality of life for families in poverty-stricken Northeast Louisiana. Through the center's leadership, partnerships have been formed with other universities, local education systems, nonprofit agencies, community organizations, industry, and families. These partnerships combine resources, information, and support to empower families to achieve their goals. Major emphasis is on development of parenting skills. Receiving its major funding from the Louisiana Children's Trust Fund, the center offers, free of charge, parenting and children's self-esteem classes on a regular basis.

The center's newest undertaking is FIRST STEPS, a hospital visitation program that targets first-time and teen mothers. By providing emotional support, parenting education, referrals to community resources, and followup contacts to new parents, the program will help develop healthy family relationships to reduce the risk of child abuse and neglect. The NLU-FRC also participates in volunteer activities outside the agency and supports grassroots organizations that need assistance in developing community services such as tutoring, extended school day, adult education, and recreation. During its existence it has grown from a small oncampus office with one program to an off-campus building which is shared in partnership with Even Start, Families Helping Families, Project Prompt, Inclusive Education, Child Net, and Cerebral Palsy.

Ohio State University at Lima

Dr. Violet I. Meek, Dean

"Can't We All Just Get Along"

The Ohio State University at Lima (OSU-Lima), the city of Lima, and the Mayor's Clergy Task Force have joined resources in a major campaign to address racial tensions and strengthen the community. Using the Study Circle Resource Center's publication "Can't We All Just Get Along" as a guide, they formed interracial discussion groups, called study circles, to discuss racism and race relations. Coordinated by the mayor's office, the study circles were initially conducted by local ministers and rabbis through their congregations. The university and the city assisted Allen-Lima Leadership Alumni to expand the 4-week discussion program communitywide to schools, businesses, governments, and neighborhood associations. Warner Cable, the local cable company, has also produced a video of a pilot program, which has been sent throughout the country. The positive response to this video encouraged the city and OSU-Lima to host a Midwest Regional Conference on race relations, introducing the study circle concept to representatives from other parts of Ohio, Indiana, Illinois, Michigan, and Kentucky.

Onondaga Community College

Dr. Bruce H. Leslie, President

Leadership Greater Syracuse

Experts in the fields of community organization, communications, government and politics, human relations, economic development, local history, and public policy teach Leadership Greater Syracuse, an intensive, professionally administered, yearlong course of study for participants from business, industry, education, and nonprofit and governmental organizations. The program is a collaborative effort of the city of Syracuse, New York, the Greater Syracuse Chamber of Commerce, and Onondaga Community College. The 100-hour program prepares participants for the

complex challenges facing the community in the decades ahead. It provides them with broad, general knowledge about Greater Syracuse, its people, systems, assets, and problems. The course nurtures opportunities for creative partnerships and initiatives between the public and private sectors, while developing and enhancing executive leadership skills. Leadership Greater Syracuse alumni are well-prepared to accept key positions in their place of employment and on community boards, becoming more involved in the decisionmaking processes that will shape Greater Syracuse.

Paducah Community College

Dr. Len F. O'Hara, President

Paducah Information Age Park

Paducah Community College (PCC) has joined forces with the city and county of Paducah, along with Greater Paducah Economic Development Council, to attract information industries to the newly established Paducah Information Age Park. Bell South has been a key partner from the start, embracing the basic concept of a state-of-the-art telecommunications park. The Tennessee Valley Authority has committed more than $1 million toward the park and provided substantial staff resources. Public and private local investments total almost $5.4 million, and four major State and local educational institutions have contributed both vision and a track record in cooperative training. Investments by the Commonwealth of Kentucky total approximately $6.2 million, more than a third of total development costs.

The park is expected to attract tenants in data dependent, information intensive businesses, such as credit card billing, reservation systems, and insurance claims processing. Tenants will be linked to customers around the world via fiber optic cables. The park's focal point will be a Resource Center where tenants will find a full range of technological and human services: advanced computers, electronic access to libraries, and a staff available to help with facilities design, trouble-shooting, and marketing. Paducah Community College and the University of Kentucky will assign a full-time liaison to the park, who will serve as a matchmaker between business clients and the expertise available at other universities and technical schools.

Pennsylvania State University, Harrisburg

Dr. Graham Spanier, President

Women's Enrichment Center

To provide women of diverse backgrounds with opportunities for reading, discussion, and creative expression on issues of interest to them, Penn State Harrisburg and the Pennsylvania Humanities Council have joined to create the Women's Enrichment Center. The center offers humanities-related programs that include readings, speakers, discussion groups, and self-expression through writing. Participants choose their topic and site; sessions are held in the community or at a Penn State center in downtown Harrisburg. Programs target underserved audiences such as the female population of a local prison, elderly individuals living in a downtown high-rise, General Equivalency Diploma candidates, and inner-city African-American women. Resources, both financial and inkind, have been provided by Dauphin Deposit Bank, Book of the Month Club, and individual donations.

Pennsylvania State University, McKeesport

Dr. Graham Spanier, President

Penn State Educational Partnership Program

Concerned about the decreasing retention and high school graduation rates of low-income, minority, and at-risk student populations, Pennsylvania State University joined with several Pennsylvania school districts to develop the Penn State Educational Partnership Program (PEPP). An early intervention program, PEPP was designed to help targeted youth compete more effectively in school, go on to complete postsecondary education, and thereby improve their chances for successful employment. All elements of the program focus on building self-esteem, developing and reinforcing learning skills, and promoting the desire to complete high school.

PEPP's approach involves students, teachers, parents, corporations, government, and colleges and universities. Penn State students conduct small-group tutoring and field trips to educational facilities, corporations, or cultural events. Other projects heighten parental awareness regarding the value of education and empower them in the educational decisionmaking process. Teachers are offered professional development workshops where they learn to better serve at-risk students in culturally diverse classrooms. Program evaluations show that PEPP students are voluntarily taking college-prep courses, making honor rolls, and becoming more disciplined and goal-oriented. Besides contributions from Penn State and its alumni, the program is supported by General Motors Corporation, Mobil Oil Company, Eat'n Park Restaurants, the Howard Heinz Endowment, Beaver County Housing Authority, and the Pennsylvania Job Training Partnership Act program.

Pennsylvania State University, University Park

Dr. Graham Spanier, President

College of Education Alumni/Student Teacher Network

Each year about 750 Penn State seniors majoring in Education are sent out to teach in classrooms throughout Pennsylvania. Many students expressed concerns about finding safe, adequate, and affordable housing, as well as a need for help in dealing with feelings of isolation, loneliness, and stress. In response to these concerns, the College of Education Alumni Society Board of Directors initiated the Alumni/Student Teacher Network to directly support student teachers in the field. More than 300 alumni responded to requests for volunteers, and eight networks are currently active in the State of Pennsylvania—three in the Philadelphia area, two in the Pittsburgh area, and one each in York, Norristown, and Reading. Students who have been supported by the network volunteer after graduation, continuing the cycle of support. The project received the 1993 Gold Medal Award from the Council for the Advancement and Support of Education (CASE). Funding for this project is provided by the College of Education Alumni Society.

Point Park College

Dr. J. Matthew Simon, President

The Library Center

Point Park College and the Carnegie Library of Pittsburgh have created a partnership to provide greater information access to local students, residents, and business people. Under this arrangement Point Park College's library and the Downtown and Business Information Center of the Carnegie Library will join to share one facility—the Library Center. For people working in the city, for residents and visitors, and for the 3,000 students of Point Park College, the new 50,000 to 60,000 square-foot library will mean expanded services and programs. The focus of the Carnegie

Library's Business Department is practical, while Point Park emphasizes research, so the two collections will complement each other. The Library Center will also house a 200-seat auditorium, available for both community activities and special programming by the college and the Carnegie Library.

As more high-tech and information intensive businesses start up or move into Pittsburgh and the Western Pennsylvania region, access to the information highway becomes more important to employers. Information literacy is essential to the economic development of business. The Library Center provides an attractive, necessary link for Pittsburgh's business community, and it contributes to the region's intellectual and economic development. Major grants have been received from a number of foundations and corporations in the Pittsburgh area. In addition, tremendous support has been realized from the College Board of Trustees, faculty and staff, alumni, and friends.

Center for Community and Environmental Development

Pratt Institute

Dr. Thomas F. Schutte, President

The Pratt Institute Center for Community and Environmental Development (PICCED) is a university-based technical assistance and training organization that has worked with nonprofit, community-based organizations in New York City for over 30 years. Its mission is to build the capacity of low- and moderate-income communities to develop progressive solutions to physical, social, and economic challenges facing them. PICCED's professional planners, community development specialists, architects, trainers, and other specialists assist community-based organizations to plan and carry out their community development initiatives.

The Pratt Center works in three main areas: technical assistance, education and training, and public policy analysis and advocacy. It endeavors to generate low-income, homeless, and special needs housing; provide assistance for day care, primary health care, and school facilities; and enable people to rebuild civic life in their communities. The center's partners in these endeavors are community-based organizations; local, State, and Federal Government; and a host of corporations and foundations. Much of the center's technical assistance is made possible through general operating support, which enables the center to help groups in the very early stages of the development process.

Presbyterian College/Community Partnership

Presbyterian College

Dr. Kenneth B. Orr, President

The Presbyterian College/Community Partnership project joins Presbyterian College, the local South Carolina county school districts, and the county chamber of commerce in a partnership to increase opportunities for postsecondary education for economically disadvantaged students. The partners will conduct a program designed to provide support for students with academic potential, to empower them to work toward postsecondary education. At the same time, the program will work with family members to encourage their support of their students.

The partners will conduct a 2-week, residential, academic support program on the college campus each year for 4 years, beginning with 30 rising 7th graders who have been nominated to the program by their schools. Expert secondary school teachers will comprise the faculty of the residential program. To retain and encourage the students, they and their families will participate in a weekly followup

program during the school year. During the summers before grades 11 and 12, these students will be provided with employment internships, with chamber of commerce members serving as employers and mentors. A portion of the students' internship earnings will be saved for postsecondary education expenses, for which local businesses will also raise funds. Presbyterian College is raising funds to support the programmatic portion of the program, and college students will serve as mentors throughout the program's duration.

Rockhurst College

Dr. Thomas J. Savage, President

Accomplishing Mission and Purpose Through Partnerships

Dedicated to developing leaders who are competent and committed to service for others, as well as a strong voice for the good of the community, Rockhurst College has established innovative partnerships with many educational nonprofit businesses and civic organizations. In one such partnership, the college affiliated with a hospital-based nursing program to educate nurses committed to a life of service. This partnership has resulted in not only a wellness program, but also a multidisciplinary clinic that will serve a broad client base and bring in additional partners. The clinic will provide needed health care services to the children and youth of the community.

The Ignatian Center, which Rockhurst College established in partnership with Saint Louis University, is offering a much needed Master of Public Health program. Rockhurst is also an active participant in two organizations dedicated to preserving stable, integrated urban neighborhoods. Through several other projects, Rockhurst College teaches the value of community service to students in the hope that they will continue in service when they leave school. In other alliances Rockhurst College sponsors an annual science contest, promotes knowledge of learning and teaching methods, provides guidance in the science and mathematics educational community, and houses the Kansas City, Missouri, connection point on the Internet.

Roosevelt University Institute for Metropolitan Affairs

Dr. Theodore L. Gross, President

The Chicago Cluster Initiative

The Chicago Cluster Initiative operates under an advisory board composed of city commissioners and is chaired by the director of the Chicago Housing Authority, who also serves as an Institute of Metropolitan Affairs board member. It coordinates the Chicago Housing Authority (CHA), police, park district, and health services for housing project residents. As part of its services for public school students living in Chicago's Robert Taylor Homes, the initiative helped to convert a CHA building into a secure, live-in dormitory. The project's school-to-work component, ALLSET (All Students Employed Tomorrow), has achieved acclaim. Housed at DuSable High School and the Beethoven, Farren, and Hartigan Elementary Schools, ALLSET will connect students to high-skill careers, providing a wide range of support activities designed to meet the students' multiple needs.

Current programs will be adapted to provide career training in public sector careers, health and medical services, information systems and communications, hospitality management, and education. CHA will serve as a site for students who elect to join the program's public services career track, providing ample opportunities to develop meaningful internships and apprenticeships. The Institute for Metropolitan Affairs

has received some $4.5 million in foundation grants in recent years for various projects, including the Chicago Cluster Initiative.

Project GLUE (Generating a Laborforce in Uptown and Edgewater)

St. Augustine College

Dr. Carlos A. Plazas, President

With 39 other organizations, St. Augustine College, located in Chicago, Illinois, is a member of Project GLUE, an initiative of the Organization of the North East to expand and create economic opportunities for local residents. Under the Project GLUE initiative, the college, in conjunction with James Adams Resource Corporation, will invest its human resources and educational programs in providing Lakeview High School juniors and seniors with instructional reinforcement in drafting, computer literacy, and career awareness. Graduates of this school-to-work program may qualify for entry-level jobs or may pursue a college education in drafting and/or computer-related fields. In addition to instruction received from St. Augustine and Lakeview faculty, students will visit the campus and James Adams for weekly instructional reinforcement. Funding has been requested from the Departments of Education and Labor under the School-to-Work Initiative, and private funding also is being sought.

Community Revitalization Project

Saint Augustine's College

Dr. Prezell R. Robinson, President

The proposed Community Revitalization Project will assist the target community of Idlewide/College Park in addressing its affordable housing, employment, and commercial needs. Raleigh, North Carolina's, recent growth, and accompanying physical and social decline of Idlewide/College Park, has created a need for affordable rental and homeownership housing. Saint Augustine's College, in partnership with Southeast Raleigh Community Development Corporation, a local community-based economic development organization, will implement a diverse range of project activities, with the overall goal of aiding community empowerment and improving the quality of life in Idlewide/College Park. These activities include increasing the number of single-family owner occupants; organizing a committee to develop a long-range plan for the target community; providing home and credit counseling to first-time homeowners; promoting small business creation and young company growth; creating capital availability and opportunities for entrepreneurial expansion; increasing small business skills and skill upgrading; and developing an oversight committee to assess residents' needs and guide the use of resources in making Idlewide/College Park a desirable place to live. This project will allow Saint Augustine's to expand its stabilizing role as a major institution and landowner, but also to support and stimulate a greater investment of public and private resources in the recovery of the Idlewide/College Park community.

San Jose State University

J. Handel Evans, President

Project SHARE

Santa Clara County Homeless Alliance and Resource Exchange (Project SHARE) is a computer network that links together various agencies providing services to the homeless. Through an electronic bulletin board system, case managers of agencies can match homeless people with available shelter space, find food and clothing, and schedule appointments with clinics, training centers, and other agencies. The project has provided technical and business systems advising, computer programming, and network support to a variety of homeless service providers in the Santa Clara Valley, California. In addition, the project has created a 200-line voicemail system so that homeless people can have access to personalized and private voicemail boxes to aid in their search for housing and employment.

Project SHARE is a partnership between the San Jose State School of Business, Management Information Systems (MIS) and several private corporations who have provided technical assistance and/or funding. Partners include Hewlett-Packard Corporation, Apple Computer Corporation, Laurie Roht (Lockheed Corporation and Visa International), Deborah Anstine Hooper (Daughters of Charity-West), Boorland International, Synoptics Corporation, as well as San Jose State University Foundation, Community Foundation of Santa Clara County, Emergency Housing Consortium, and Santa Clara Valley MultiService Center.

Santa Fe Community College

Leonard De La Garza, President

Intercultural Community Leadership Project

The Intercultural Community Leadership Project at Santa Fe Community College provides a unique set of intercultural training and educational services. The goal is to educate citizens about and involve citizens in collaborative leadership to service a diverse community. Collaborative leadership development focuses on building ally relationships, forming conflict partnerships, and practicing policy development as the basis for creating intercultural communities. The project provides a variety of training and educational programs for both adults and youth, facilitates community dialogue on critical issues through jointly-sponsored community forums, and conducts special cultural initiatives and events to acknowledge and honor the contributions of native cultures in the region. Partners include the city of Santa Fe, New Mexico, Santa Fe Public Schools, Santa Fe Community Foundation, Santa Fe Indian School, Communidad Y Cultura, Youth Shelters and Family Services, Siete del Norte, Highlands University, and Museo Cultural de la Santa Fe.

Santa Rosa Junior College

Dr. Robert F. Agrella, President

Software Project

The Software Project is a partnership between Santa Rosa Junior College and the North Bay Software and Information Technology Association (SofTech) to enhance the software industry in the North Bay area of California by creating more jobs in the software industry, creating internships for students wishing to pursue careers in the software industry, and reaching out to young minority students in order to encourage them in science. The project also works to match faculty consultants with small businesses, and provides advice on intellectual property disputes, such as with copyrights, trademarks, and patents. Partners include SofTech, Santa Rosa Junior College, Sonoma State University, and College of Marin.

"Lending Hearts and Hands"

Shenandoah University

Dr. James A. Davis, President

"Lending Hearts and Hands" is a community service program that reaches out to meet the needs of the Winchester, Virginia, area. The program acts as the clearinghouse for all service activities that occur on the Shenandoah University campus. There are four main parts: (1) scheduling activities to promote community service and seeking to educate students, faculty, and staff of the importance of taking an active role in the community; (2) serving as a liaison for community agencies to communicate short and long-term needs to students, clubs, organizations, faculty, and staff; (3) placing student volunteers with community agencies for hands-on experience in the nonprofit sector; and (4) placing eligible students with community agencies, thereby implementing the governmental mandate on work-study community service placements in cooperation with the Shenandoah University Workstudy Office.

In partnership with the university are the Adult Care Center, Big Brother/Big Sister, Blue Ridge Hospice, Concern Hotline, Department of Social Services, Henry & William Evans Home, Kids Are Our Concern, Northwestern Community House, Northwestern Community Services, Northwestern Workshop, Parent Infant Education Program, the Shelter for Abused Women, and United Way of Shenandoah Valley.

Fair Housing Initiatives Program

Southern Arkansas University

Dr. Steven G. Gamble, President

Southern Arkansas University and the Magnolia Community Housing Resource Board, recognizing the importance of a joint affiliation, formed a partnership called the Fair Housing Initiatives Program. The Magnolia Board was organized in 1988 by the Little Rock Area Office of the U.S. Department of Housing and Urban Development to provide the area with fair housing services. Southern Arkansas University is a major contributor to the success of the program, providing offices, conference space, and technical support. University faculty serve on the agency's board and participate in fair housing seminars on the university campus. This commitment by top university personnel advances recognition of the importance of the activities of Magnolia Community Housing Resource Office. Through their combined efforts, Southern Arkansas University and the Magnolia Community Housing Resource Board have had a positive impact in promoting the objectives of the Federal Fair Housing Act.

Community Empowerment Through Economic Development

State University of New York at Stony Brook

Dr. Shirley S. Kenny, President

A cooperative effort of the State University of New York at Stony Brook and local nonprofit and private organizations, the Community Empowerment Through Economic Development project helps community-based groups "take back" their communities by becoming the owner-operators of retail centers in their neighborhoods. Suffolk Community Development Corporation (SCDC), a nonprofit community housing and economic development organization, initiated the empowerment program by establishing a partnership with the university's Harriman School and two community-based nonprofit groups, the North Amityville Community

Economic Council and Wyandanch Entrepreneurial Development, Inc. Plans were made for the nonprofits to acquire and rehabilitate two local derelict shopping centers. University involvement included providing a summer intern to survey business improvement needs within the target communities, as well as offering indepth technical assistance in developing business plans to existing and prospective tenants of the centers through the university's Small Business Development Center. The U.S. Department of Housing and Urban Development (HUD) has set aside $600,000 of Section 108 funds for each of the nonprofits. An economic development loan fund will receive $400,000 in Section 108 funds and $90,000 from a HUD Economic Development Initiative grant.

Stephen F. Austin State University

Dr. Daniel D. Angel, President

Nacogdoches Community Coalition

Promoting a drug-free community and creating a safer environment for its citizens, the Nacogdoches Community Coalition is a partnership between the city of Nacogdoches, Texas, and Stephen F. Austin State University. The program empowers the community to create a protective environment through education, public awareness, improved life coping skills for community residents, alternatives to alcohol and drug use, enhancement of leadership skills, and reduction of crime in schools, at home, and on the streets.

The coalition's many projects include involvement with the local housing authority in a U.S. Department of Housing and Urban Development drug elimination program, English/Spanish language classes and translation services, peer/mentor programs, a weekly radio show, encouragement of prenatal and early childhood care, food bank work, and task forces involving neighborhoods, schools, law, business, civic clubs, youth, and human services. These efforts promote a safe, drug-free environment, while fostering healthy living and improving the quality of life for local citizens.

Stephens College

Dr. Marcia S. Kierscht, President

Increasing Reading and Writing Literacy Through Student Tutors

The Increasing Reading and Writing Literacy Through Student Tutors program, involving Stephens College and Parkade Elementary School, is helping to prove that tutoring can lead to a love of knowledge. Funded by a 2-year, $50,000 grant from the Student Literacy Corps of the U.S. Department of Education, the program aims to get 10- and 11-year-olds interested in reading and writing. It provides intensive training for college students to work with at-risk children in Missouri public schools. The college students' objectives are to help these children become better readers and more prolific writers, expand their interest in literature, employ effective editing skills, and increase their self-concept as learners. Not only does the program help the elementary students, but it fosters an interest in literacy among all college students. Results of the program revealed an increase in the children's enjoyment of literature and writing, and in their levels of reading and writing.

College of Law Housing and Finance Clinic

Syracuse University

Dr. Kenneth A. Shaw, President

Since its creation in 1988, the College of Law Housing and Finance Clinic at Syracuse University has become a central actor in the housing development partnership with the city and community groups to address the needs of low-income citizens in the Syracuse, New York, area. The Housing and Finance Clinic gives law students the opportunity to participate in the community while earning credits toward their degrees by acting as lawyers for community groups that help the homeless. It provides legal assistance to groups involved in affordable housing development, to individual low- and moderate-income homebuyers at closings on homes purchased or renovated with public funds, and to tenants facing eviction in landlord-tenant court. For example, in order to be eligible for government and foundation funds for low-income housing development, an organization must be incorporated as a nonprofit corporation and have an Internal Revenue Service tax exemption. The clinic has assisted many organizations obtain their tax exempt status and to apply for such funding.

Through the Syracuse Housing Partnership Program, local government, banks, and private nonprofit agencies have developed more than 150 housing units for sale to low-income owner occupants. The clinic accepts referrals of and provides legal assistance to individuals purchasing homes through the partnership.

Project METAS (Mas Educacion Triunfo, Anhelos, Superaction or More Education for Success, Desires, Achievement)

Teikyo Post University

Dr. Phyllis C. Deleo, President

Project METAS is a unique partnership between an independent university and a city's migratory program. A community-initiated project, METAS helps migrant students in grades 7 through 10 in the Waterbury, Connecticut, region. A significant number of migrant students face difficulties in school, exhibiting behavioral problems and not pursuing education beyond high school. Project METAS attempts to halt this trend by giving these students opportunities to broaden their experiential background, individual and group activities to strengthen their self-image, and alternatives in life from which to choose. The project exposes them to new people and opportunities, keeps them in school, opens the possibility of higher education, raises their aspiration levels, helps them learn to make choices, provides role models, and helps graduates return to METAS and share their experiences with new participants.

Activities include tutoring sessions with bilingual teachers, college student mentoring, international student partnership exchanges, parental involvement sessions, self-esteem programs, career counseling, field trips, and a variety of education workshops. Parents, an important factor, are also involved in the project, which was selected by the New England Association of Schools and Colleges as a demonstration project for at-risk students.

Life Alternative Counseling Center

Texarkana College

Dr. Carl M. Nelson, President

A joint project of Texarkana College and the Housing Authority of Texarkana, Texas, the Life Alternative Counseling Center answers two of the community's most

pressing needs: the need for those with little or no income to have access to drug and alcohol education and counseling services, and the need for more qualified counselors to provide those services. The Housing Authority provides the space, and the college supplies the staff to assist people in becoming drug-free, responsible citizens.

The center's no-cost, intensive, outpatient drug and alcohol rehabilitation program offers drug and alcohol prevention training for children, education for adolescents and adults about the disease of addiction, individual and group counseling, referral for adjunct needs and services, assistance with obtaining inpatient services, and aftercare and followup services. The focus is on improving general physical well-being, increasing understanding of the recovery process, identifying and reducing emotional and behavioral obstacles to recovery, and improving self-esteem. Housing Authority residents have benefitted by learning ways to prevent or end drug and alcohol addiction. Texarkana College students have gained the practicum hours need to obtain State certifications in Drug and Alcohol Counseling. Finally the community at large has benefitted, as more of its members are drug-free and living productive lives. The Texarkana Housing Authority and the college sponsor the project, which won a Criminal Justice Award Honorable Mention from the Office of the Attorney General of Texas.

Texas Southern University

Dr. Joann Horton, President

The Center on the Family

The Center on the Family was established to advance and implement interdisciplinary studies on family life issues. The center is Texas Southern University's vehicle for building public support and advocacy for community families through direct service provision and comprehensive planning for crisis intervention. Center programs assist community families through educational programs for positive development of children, youth, and their families. Instructional and self-help materials are developed and disseminated to educators, social service professionals, and members of family units. As an outreach unit, the center links the university with the surrounding community, family practitioners, and policymakers. Currently operating under the auspices of the center are 21 provider and academic programs, 12 of which are partnerships with other academic units, community-based youth services, school districts, and churches. The academic programs fall into four major groups: the Adolescent Institute, the Black Male Institute, the Gerontology Project, and the Parent/Child Leadership Laboratory.

Economic Development Center

Texas Southern University and the Southeast Keller Corporation have joined to assist homeless people participating in the Economic Development Center, a U.S. Department of Housing and Urban Development (HUD) funded community expansion program. For its part the university will revitalize the buildings where the homeless men and single women with children participating in the program can live, provide skill training in building construction and computer and office automation to aid their return to self-sufficiency, and provide resident management and drug and crime prevention for the sites. Southeast Keller Corporation will provide housing, social services, training, and employment for the homeless men. In addition to HUD funding ($487,000), the city of Houston will provide matching funds ($215,000).

Thomas More College

Reverend William F. Cleves, President

Faculty Nursing Practice Clinic

In partnership with the Northern Kentucky Family Health Center, the Department of Nursing at Thomas More College will establish a Faculty Nursing Practice Clinic for the homeless and working poor in the heart of Covington, Kentucky. The Faculty Nursing Practice Clinic will make highly skilled nursing services available at minimal or no cost to the poor. Services provided will include immunizations, foot care, women's health care (pap smears, mammography), parenting skills classes, counseling, and flu shots, among others. The program will allow undergraduate nursing students to obtain valuable clinical experience in an ideal environment with excellent role models. This partnership will serve as a model for members of the community, demonstrating how education and practice can work together to provide superior health care for an underserved and needy population.

Tulane University

Dr. Eamon M. Kelly, President

Project Return

Project Return is a pilot program at Tulane University's School of Public Health and Tropical Medicine, which has recognized violence as a primary public health issue. Project founders believe that in order to significantly influence this issue, they must work directly with the people who have a history of violence. Therefore, the project works with former offenders after their release from prison and supports their efforts to reintegrate into free society by maximizing their employability. This is accomplished through the enhancement of education, job training skills, self-development, family and interpersonal skills, addictions treatment/education, communications skills, stress/anger management, and personal finances. Program goals include job placement for at least 50 percent of all participants and the transition of 25 percent of participants into continued educational opportunities or occupational/vocational training.

Academic partners include the School of Social Work at Tulane and Southern Universities, the Departments of Counseling/Education at Loyola, and the University of New Orleans. The primary source of current funding is the Orleans Private Industry Council's federally funded Job Training Partnership Act (JTPA) program. Additional seed funds and ongoing contributions have been received from the New Orleans Business Council and several of its members.

University of California at Santa Barbara

Dr. Henry T. Yang, Chancellor

Community Youth Recreation Program

The University of California at Santa Barbara became aware that its neighboring community of Isla Vista offered no recreational opportunities for children and youth, so in 1993 it offered a 5-week sports camp that used both campus and community facilities. Staffed by university coaches, student athletes, and volunteers, the camp taught swimming, soccer, track and field, and basketball to low-income children. Sports camps and leagues were offered in subsequent years, to positive community response and great demand. Next the university plans to develop a teen center on its campus, where older teens can spend time on the weekends. The university is now providing a half-time recreation coordinator who designs programming, identifies sources of support, and organizes student volunteers. These efforts have brought together community volunteers, local nonprofits, the Park District, the local elementary school, and the county of Santa Barbara to work toward a year-round recreation program.

University of Cincinnati

Dr. Joseph A. Steger, President

Adventures in Science

Adventures in Science is an educational outreach program of the University of Cincinnati and the Cincinnati Museum of Natural History. The program addresses the science education needs of inner-city students in grades K–12 in Ohio, Kentucky, and Indiana. The hands-on, interactive curriculum stresses problem solving and inquiry in the areas of anthropology, biology, chemistry, computer science, geography, geology, health and nutrition, mathematics, and physics. It also emphasizes the relevance of science in the students' lives and the opportunities for science-related careers.

Although children in other grades, private schools, and youth organizations also participate, Adventures in Science's primary focus is on public school students in grades 4–8. These are the most impressionable years for students to become interested in science, mathematics, and technology. Teacher workshops and programs are also conducted to provide a sustained outreach program, evaluate the curriculum, and solicit ideas. The University of Cincinnati, the museum, Ohio Urban University Program, AT&T, and Michel Tire Co. provide funding.

University of Illinois at Urbana-Champaign

Dr. Michael Aiken, President

East St. Louis Action Research Project

The University of Illinois at Urbana-Champaign's East St. Louis Action Research Project (ESLARP) is a collaborative program of the School of Architecture; Departments of Landscape Architecture, Nuclear Engineering, and Urban and Regional Planning; and the University Extension Service. ESLARP has been involved in community research and service projects in East St. Louis, Illinois, during the past 4 years. More than 600 students have completed more than 50 planning and design projects for community organizations and public agencies.

Many of these efforts produced tangible neighborhood improvements that enhanced the quality of life for local residents. Some of the projects included: creating a community development corporation for East St. Louis; expanding local Head Start playgrounds; improving local housing conditions; providing career and professional education for area youth; helping plant, cultivate, and harvest city gardens and selling produce at the local farmers' market; devising major improvements for Virginia Park, a neighborhood playground; and fighting neighborhood crime by expanding alternative youth education and recreation programs.

This project has many local and national collaborators and funding sources. Just a few of its supporters are the U.S. Department of Housing and Urban Development, U.S. Department of Agriculture, U.S. senatorial and congressional offices, State senators and representatives, the East St. Louis City Council, East St. Louis Financial Advisory Authority, and many more organizations. The university itself has provided major financial support for the community service program.

Choice Programs of the Shriver Center

University of Maryland, Baltimore County

Dr. Freeman A. Hrabowski, President

Operating in the city of Baltimore, Maryland, and surrounding counties, the Choice Programs of the Shriver Center work one-on-one with troubled youth and their families through intensive supervision and case management. Working in and through the community, experienced caseworkers develop and implement individualized service plans and comprehensive aftercare. They strive to foster individual and family responsibility, develop educational, job, and life skills, and empower the whole family.

Three programs are available. The Choice Program, an intensive, home-based, family-centered program, works on a daily basis with delinquent youth who have exhibited intensive inappropriate behavior. The client and the family actively participate in developing a service plan and a behavioral contract stressing responsibility and accountability. If appropriate the youth also participate in intensive tutoring programs offered by the university, Loyola College, and the University of Maryland, College Park. The Choice Middle Schools Program provides intensive supervision and a strong support system for middle-school youth at high risk for dropping out, emphasizing behavioral stabilization, student development, community service, tutoring, peer relations, recreation, cultural activities, and life skills development. Finally, Choice Jobs provides job and life skills training by employing Choice program youth as the operators of a donated fruit shake concession at Oriole Park. The Choice Programs are funded by State and public agencies, such as the Maryland Department of Juvenile Services and Maryland State Department of Education, and private foundations.

Center for Economic Information

University of Missouri-Kansas City

Dr. Eleanor B. Schwartz, Chancellor

Begun as an informal group of economics professors, the Center for Economic Information (CEI) plans to aid in urban planning by providing useful economic information to local governments. As a core unit of the Missouri State Census Data Center program, CEI has online access to a large database of raw economic information. It is developing a Kansas City database. CEI will transform this raw data into economic information that is useful to the private and academic sectors. Planned CEI activities include development of Geographic Information Systems applications, data access training seminars, forecasting city tax revenues, service as technical advisor to Kansas City Citizens Budget Review Commission, development of socioeconomic profiles of Kansas City metropolitan statistical area counties and places, and Internet presentation of socioeconomic information.

Partners include several branches of the University of Missouri, the Missouri Office of Administration/Division of Budget Planning, and the Missouri State Library. Funders include the university, the U.S. Department of Commerce, and the National Association of Forensic Economics.

University of Nebraska at Kearney

Dr. Gladys S. Johnston, Chancellor

Community Partnership Project

Addressing the critical need faced by urban communities for revitalization and stabilization, the Community Partnership Project will infuse university-based professional development programs and services into the Kearney Community Resource Center program, a community-based, multidisciplinary family resource center. The center will become a comprehensive laboratory where university students enrolled in education, human service, and business and technology programs will gain practical experience in a family-centered, interdisciplinary, community-based setting. Individuals, children, and families, particularly those at economic disadvantage, will gain access to numerous services. Services to the community will include child care and early education, adult day care, counseling, communication disorders, special education, crisis intervention, family preservation and support, adult basic education, and job training. Not only will the project have immediate impact in the city of Kearney, but its benefits will extend to all the communities to which its graduates relocate for employment.

Project partners include the city of Kearney, Kearney public schools, Mid-Nebraska Community Services, Head Start, United Way, and various local and State agencies. In addition to the U.S. Housing and Urban Development, the partners and other public and private sources also provide funding.

University of North Carolina at Wilmington

Dr. James R. Leutze, Chancellor

Leadership Development

Through its Division for Public Service and its Leadership Center, the University of North Carolina at Wilmington works aggressively to involve its students and faculty in helping community organizations to meet the increasing social and economic needs of the people of the region. The Leadership Center has provided students to assist nonprofit social agencies to offer afterschool tutoring and mentoring programs. The Business School's internship program sets up internships with businesses, nonprofit organizations, and government agencies, helping minority interns to gain valuable experience and providing a valuable service to the community. The Division for Public Service works with leaders in the minority community to alleviate racial tensions in communities and to develop programs for black leadership by focusing on economic development and the establishment of an alliance of community organizations. The overall goal of all of these Leadership Development programs is to empower those individuals who need assistance to become contributing members of society.

University of Rhode Island

Dr. Robert L. Carothers, President

Rhode Island Cooperative Extension Affordable Housing Project

The University of Rhode Island's Cooperative Extension Affordable Housing Project consists of educational outreach activities that address housing issues for low- and moderate-income persons. Since 1986 specific activities have included homebuyers' and homeowners' training, property management for novice landlords, community-based housing programs and professional workshops for or by nonprofit housing sponsors, and a project to link housing sponsors with community service resources across the university curriculum. A recent program is the HOPE 3 Homeownership Training Program. About more than just owning a home, this

program helps participants develop skills for coping with homeownership, encouraging potential owners to evaluate the pros and cons of ownership and to act to improve their housing situation.

The Affordable Housing Project is a Rhode Island Cooperative Extension program funded by the university, the U.S. Department of Agriculture, and community partners, which have included Fannie Mae, the Rhode Island Housing and Mortgage Finance Corporation, community-based housing organizations, local banks, and home builders.

Urban Field Center

The Urban Field Center is the urban outreach, social change, and education planning agency of the University of Rhode Island's Community Planning Department, providing direct services, technical assistance, and training and applied research studies to address issues of social equity and at-risk populations. The center serves eight cities in Rhode Island, community groups, and urban school districts. The target population is primarily at-risk youth and their families, low-income persons, and minority groups. The center's objectives include empowering youth by encouraging postsecondary education and careers in Rhode Island's new economic development, providing programs to support equity for urban Rhode Islanders, and promoting awareness among youth and immigrant populations concerning the American legal system and their rights and responsibilities as U.S. citizens.

The university has partnerships with the city of Providence and Providence Public Schools, the city of Pawtucket Public Schools, Pew Charitable Trust, Ford Foundation, Nellie Mae, the Greater Providence Chamber of Commerce, CHISPA, Urban League, Socioeconomic/Development Center for Southeast Asians, International Institute of Rhode Island, Boys and Girls Clubs, and local community centers.

University of Rio Grande

Dr. Barry M. Dorsey, President

The Center for Economic Development at the University of Rio Grande

To promote regional economic development in the distressed rural Appalachian communities of southeastern Ohio and nearby counties in West Virginia, the University of Rio Grande established the Center for Economic Development on its campus in Rio Grande, Ohio. The center will be an umbrella organization under which regional groups and business leaders working toward the area's economic development and quality of life can come together. It will serve as a neutral liaison between, and central meeting place for, localities and business leaders in the area. Via the center the university will provide physical and professional assistance and a focused approach to cooperative economic development.

The center is partially funded by a grant from the Ameritech Foundation and contributions from private businesses. Its partners include the university, the Regional Economic Development Association, the Southeastern Ohio Regional Council, and the Southeast Ohio Forestry/Wood Products Task Force.

University of Texas at San Antonio

Dr. Samuel A. Kirkpatrick, President

Pre-College and School Outreach Programs

Taking seriously its role in preparing students to become productive members of the workforce, the University of Texas at San Antonio conducts education research and creative activities in an effort to serve the community. The university sponsors numerous pre-college and school outreach programs, many of which have been developed to serve at-risk populations.

Over the years the university's public service and outreach efforts have cultivated ties with public school districts, universities in the United States and Mexico, civic organizations, and area businesses. Programs have included dropout prevention programs, math and science education, onsite training for teachers, business management training, and marketing and promotional services to local entrepreneurs. One program, the Alliance for Education, enhances university and community linkages through collaboration and faculty involvement with the schools of metropolitan San Antonio and South Texas. The alliance leverages resources from the university, private sector, government, and community to bring strategic focus to reform. Another program, the Honors Program for Young Scholars, allows talented high school students to take summer courses for college credit.

University of Washington

Dr. William P. Gerberding, President

The Juanita Apartment School

Students from Hazel Valley Elementary School come after school to the Juanita Apartment School to do homework, work on a computer, read, receive tutoring and reading assessment, and find a haven from their troubled neighborhood. Described as "sort of a school, sort of a home," it is a place where parents, teachers, police, and community workers work together to provide tutoring, support, and enrichment for students. Enrollment has been at capacity since the school opened, and teachers report improved work skills and confidence among students.

The program was designed and funded with the help of a University of Washington special-education professor, who advises at the school and provides reading assessments. The program is expanding to two apartments, and the concept of apartment-based schooling is spreading to other schools in the district. The $108,000 cost is split by the school district and the Kellogg Foundation.

University District Partnership for Youth

The University District Partnership for Youth was formed to address the needs of homeless and runaway youth who congregate in the University District, which borders the University of Washington. The informal partnership consists of university faculty members, students in the university's professional training schools, representatives from service providers and merchants in the area, and planners and child advocates from the district and citywide agencies. Together, they will work to enhance existing resources and create new resources for currently homeless adolescents and youth, helping them attain stable housing and reconnect to existing educational, health, and social services.

The University of Washington has provided seed money to form the partnership and conduct exploratory activities, including conducting a census of street youth, securing training and staff support for volunteers, sponsoring a forum for concerned parents, and developing new service models for aiding homeless youth. Of particular

importance is the establishment of a Center for At-Risk Youth and Their Families, which would serve as a permanent, formal mechanism and university resource to ameliorate the needs of homeless youth.

University of Wisconsin-Milwaukee

Dr. John H. Schroeder, Chancellor

Northeast Milwaukee Industrial Corridor Project

The Northeast Milwaukee Industrial Corridor Project represents a coalition of the University of Wisconsin-Milwaukee and community-based organizations that is devising and launching a reindustrialization strategy for part of northeast Milwaukee. The targeted area runs through several low-income, predominantly minority neighborhoods in need of enhanced employment and economic development opportunities. The University of Wisconsin-Milwaukee's Center for Economic Development provides research, strategic planning, coalition building, fund raising, and grant preparation assistance to the project to help its partners conceive and implement strategies to improve economic conditions in their neighborhoods.

Initiated by the Northeast Milwaukee Industrial Development Corporation, the coalition offers training programs and a "teaching factory" to provide corridor firms with state-of-the-art information on production, marketing, and employee development. Other partners include the Eastside Housing Action Coalition, the Riverwest Community Development Corporation, the Harambee Neighborhood Association, the Riverwest Industrial Council, and the Inner-City Development Corporation. The project has received funding from various sources, including the State of Wisconsin, the city of Milwaukee, and the Wisconsin Electric and Power Company.

Silver Spring Community Nursing Center

The Silver Spring Community Nursing Center is a collaborative partnership between the University of Wisconsin-Milwaukee (UWM) and the Silver Spring Neighborhood Center in Milwaukee's northwest corridor. The nursing center—located within the largest public housing complex in Milwaukee—emphasizes a holistic primary care delivery model. In this model the nursing center seeks to integrate health, education, and social services into a family-focused, case management approach to wellness. A team of UWM School of Nursing faculty, advanced practice nurses, and students provide health screenings, medical referrals, health education counseling and seminars, and determination of client social service needs.

Not only benefiting the community, the center provides a unique learning opportunity for continuing education and students of various health and human service disciplines. Funding for the center—which has been nationally recognized for its pioneering work in community partnerships—has come from many sources, including the U.S. Public Health Service's Division of Nursing, the Bader Foundation, and four State contracts with the Division of Health, the Division of Community Services, the Children's Trust Fund, and the Adolescent Pregnancy Prevention Services Board.

Building Capacity in Milwaukee's Inner City: Partnerships for a Sustainable Future

Funded by the U.S. Department of Education, Partnerships for a Sustainable Future is a 5-year community partnership between three units at UWM and three community organizations. Its purpose is to enhance training and deliver high priority health and social services (health care and illness prevention, substance abuse services and counseling, and independent-living training) to residents of one of Milwaukee's most distressed neighborhoods. The partnership will enhance the lives and opportunities of residents by improving access to and delivery of health care, health education, and disease prevention; substance abuse treatment, education, and training services; and independence skill-building for at-risk youth and their families.

The health care component is delivered through a partnership between the university's School of Nursing and the House of Peace Community Center. Substance abuse services are provided through a partnership with the university's Center for Addiction and Behavioral Health Research and the Sanai-Samaritan Medical Center. The third component, independent living training, results from a partnership between the university's Youth and Child Care Learning Center and the local branch of the Boys and Girls Club. Milwaukee community and university representatives also serve on a coordinating council that guides and evaluates the project.

Valencia Community College

Dr. Paul C. Gianini, Jr., President

Improving Health Care for the Elderly Through Community Partnerships

As increasing numbers of elderly live independently or with family members, rather than in acute care, the demand for ambulatory and community-based health care services and better-trained gerontology professionals has increased. In response to these needs, Valencia Community College created a replicable community partnership that uses human and fiscal resources from a variety of educational, government, business, and nonprofit organizations to improve health care for the elderly, many of whom are economically disadvantaged.

Activities have involved clinical outreach experiences for nursing and allied health students in community-based health care settings; home screenings for indigent, urban elderly for safety and crime hazards, and appropriate upgrades; health professional curricula in gerontology; workshops for faculty and local health care professionals; and dissemination of information to increase awareness and encourage model replication. The college continues to build upon, document, and share these efforts through further curriculum modifications, faculty training, national dissemination, and involvement with community-based organizations and care providers. The university's partners in this effort include the U.S. Department of Health and Human Services, the Kellogg Foundation, the Area Agency on Aging, the University of Florida, the University of South Florida, and General Mills.

Wayne State University

Dr. David W. Adamany, President

The Urban Safety Program: Building Partnerships for Neighborhood Crime Prevention and Youth Safety in the Emmanuel Neighborhood

With Title XI funding from the U.S. Department of Education, a multidisciplinary team from Wayne State University has collaborated with the Emmanuel Community Center (a nonprofit community organization) in Detroit, Michigan, to introduce a series of crime reduction measures in the neighborhood. The neighborhood program includes the training of teachers and students in nonviolent dispute resolution, multicultural appreciation (the neighborhood has a large Arab-American population), parenting skill development, strategic and neighborhood planning, formation of a local business partnership, and a summer youth employment project.

Wayne State University initiated the Urban Safety Program to make the university's educational resources and research available to Detroit and Wayne County in order to have a positive impact on the youth crime problem there. Applied research in the neighborhood by Wayne State faculty has included surveys of victimization and service provision and an analysis of crime prevention through environmental design. The Urban Safety partners include Detroit officials, the police department, and the county prosecutor's office.

West Georgia College

Dr. Beheruz Sethna, Acting President

Homework Helper

Homework Helper provides a safe place for children who live in or near public housing to go after school for innovative and grade-appropriate instructional activities that will develop and enhance their learning and socialization skills. Located in three public housing projects in Carrollton, Georgia, the program operates in space provided by the Carrollton Recreation Department.

Homework Helper's primary goal is to encourage at-risk children to keep up with their schoolwork. Students from the college's School of Education serve in quarterly internships with faculty supervision for academic credit. Their work includes helping with homework, special school projects, or classroom test preparation. A secondary goal is to bring school and community closer to the children's daily life experiences. Working to meet individual needs, Homework Helper provides appropriate instructional activities for the children, including enrichment and remediation activities for individual and group learning experiences. In addition to integrating practicum and clinical student projects into the program, West Georgia College serves in a consultative capacity. Project funds have been secured through West Georgia Community Outreach with donations from corporate, civic, and individual sources.

West Virginia State College

Dr. Hazo W. Carter, Jr., President

Institute of Local Government

The Institute of Local Government (ILG) provides continuing education, practical research, and consulting services to local governments in West Virginia. The partners, who include municipalities, counties, and other independent local government entities, as well as the West Virginia Municipal League and the West Virginia Association of Counties, whose executive directors serve on the ILG Advisory Committee, provide input and participate in ILG activities. With these partners the college has conducted needs surveys, provided information about the institute to local governments, worked with local officials to establish an interactive computer network, planned and promoted a personnel management workshop, and explored future programs and topics. The primary funding source is an existing Partnership for Workforce Initiative Training grant. Fees will be charged for specific training, consultation, and publications.

Western Kentucky University

Dr. Thomas C. Meredith, President

Head Start/HUD Partnership

The Western Kentucky University Department of Training and Technical Assistance Services (T/TAS) operates the university's Head Start and child care programs, its Child Development Associate training program, two regional Head Start training projects, and the area's child care Resource and Referral Program. The Housing Authority of Bowling Green is committed to providing onsite child care for Housing Authority residents, enabling them to become better parents, pursue education, training, and employment, and achieve self-sufficiency.

In 1993 the university and the Housing Authority established a formal partnership. Western Kentucky University offers its resources and funding to provide child care, training, and formal education opportunities, while the Housing Authority's resources and commitment provide community-based child care, education, and training opportunities. Together they have designed and equipped child care facilities; provided training for staff; offered training, volunteer, and employment opportunities for parents and other residents; and sought funding to support expanded projects and extended activities.

Wichita State University

Dr. Eugene M. Hughes, President

Wichita Neighborhood Initiative

Along with the city of Wichita, local businesses, the public schools, churches, and neighborhood associations, Wichita State University (WSU) is a major partner in the Wichita Neighborhood Initiative. The initiative represents numerous coordinated efforts to promote neighborhood vitality by eliminating the causes of family breakdown, neighborhood deterioration, and crime in Wichita. The initiative is organized around four components: Safety and Security, Appearance and Maintenance, Youth and Family, and Neighbor to Neighbor. University contributions take the form of student volunteers, research, technical assistance, grant writing, and training. WSU has a proud, well-established tradition of community service. The history, mission, local tax support, and designation as the State's urban university provide the foundation for WSU's institutional commitment to serving the Wichita metropolitan area.

The Adult Neighborhood Literacy in Partnership with Community Policing Project

William Rainey Harper College

Dr. Paul N. Thompson, President

In the northwest suburbs of Chicago, Illinois, the William Rainey Harper College is working to incorporate community college adult neighborhood literacy programs into community policing efforts, which seek to prevent crime through security, educational, and social services. The college, whose district includes 23 communities in a 220 square-mile area, is working with law enforcement agencies, other school districts, and social services agencies in this effort.

William Rainey Harper College provides onsite educational services at three adult neighborhood literacy/community policing centers; Palatine Elementary District 15 and Girl Scouts-Illinois Crossroads Council conduct afterschool tutoring and homework programs; a bilingual counselor coordinates social services; EVENSTART provides child care programs; and police attend to public safety needs. As a result of the cooperation, expanded services and activities are available for adults, teens, and children. This success has also spurred police departments in other communities to replicate the project's efforts, which won a 1993 Illinois College Community Board "Bright Idea" Award. Providers of funding and inkind support include Federal, State, and local agencies, William Rainey Harper College, and the Jewish Federation of Metropolitan Chicago.

Center for Healthy Communities

Wright State University

Dr. Harley E. Flack, President

Center for Healthy Communities is a community-academic partnership involving the Dayton community, Wright State University, and Sinclair College. It is committed to improving the health and well-being of the community, educating its health professionals, and serving as a force for change. The center has working relationships with health care centers, schools, local hospitals, the combined health district, and more than 50 health and human services agencies, with the partnership emphasizing shared resources, continuous improvement, teamwork, and empowerment. Projects include a neighborhood grants program for health-related activities; a community health advocate program; multiprofessional primary health care models; interactive, multimedia kiosks and programs on childhood nutrition and injury prevention; multiprofessional courses for health professions students; and a community-oriented studies program that targets community needs.

The center has received funds from the Community Mutual Insurance Company, the Corporation for National Service, the Dayton Foundation, the W.K. Kellogg Foundation, the Ohio Board of Regents Action Fund, the Ohio Department of Health, the Pew Charitable Trusts, the Robert Wood Johnson Foundation, and the U.S. Department of Education.

FACULTY INVOLVEMENT

Grand Canyon University

Dr. Bill Williams, President

Grand Canyon University and Westwood Primary School Curriculum Restructuring Partnership

In September 1990 Grand Canyon University faculty helped Westwood Primary School submit an application to the Arizona State Legislature for a Restructuring Grant to integrate technology into its curriculum. The partnership between the schools has continued since Westwood was awarded the $750,000 grant in the winter of 1990. As a result of this grant, 35 of the 38 teachers at Westwood have and use computers in their classrooms. Grand Canyon faculty are actively involved in training Westwood teachers to use computer technology. The students use these computers to write stories and develop math, reading, and spelling skills. University faculty provide additional support that includes modeling effective methods of teaching, providing services, and assisting Westwood to apply for training institutes and other pilot projects.

The university also places practicum students in Westwood classrooms, giving the college students exposure to excellent teaching models and Westwood teachers and students the benefit of an extra adult in the classroom. As a result of this partnership, the teachers have become more effective instructors and the Westwood students have benefited from improved math and reading scores.

ITT Technical Institute

Dean L. Dalby, Director

Adopt-A-School Program

Through the Adopt-A-School Program, employees of ITT Technical Institute volunteer 1 hour per week with students at John C. Freemont Elementary School. Volunteers work one-on-one with the children, helping with their homework, tutoring them in math and reading, and working with them in the computer lab. In addition to the volunteer time donated to Freemont, ITT Technical Institute has donated whiteboards, drafting stools for teachers, computers, printers, flowers, and candy for the children. ITT has also begun a recycling program to help teach the students responsibility, with proceeds going to special projects. ITT Educational Services, Inc., the company that operates 54 ITT Technical Institutes across the country, recognized the value of such a business partnership. In 1993 ITT Technical Institute in Murray, Utah, received a corporate "Best of the Best" award for community involvement in the Adopt-A-School program with Freemont Elementary.

Madonna University

Sister Mary Francilene, President

Christmas 4 Kids

Christmas 4 Kids is a holiday program in which Madonna University personnel provide food and gifts to low-income families, whose names and sizes they receive from Operation Get-Down in Detroit. University offices or departments, through individual contributions, sponsor a family and provide a generous food basket and a suitable gift for each member of their assigned family. The Student Activities Office then collects all the items and delivers them to Operation Get-Down, where the designated families pick them up.

Math/Science Institute

University of Michigan-Dearborn

Dr. James C. Renick, Chancellor

The Math/Science Institute runs the entire school year and is designed to promote an interest in math and science with high school students. In partnership with local high schools, University of Michigan-Dearborn faculty visit area high schools to teach math and science to interested students. In addition, field trips are sponsored to local science centers and museums. Students participate in special science projects and demonstrations under a faculty member's supervision. At the end of the school year, students have a chance to demonstrate their projects at a ceremony in honor of the program. High school officials, parents, participating faculty, and other university representatives acknowledge the students' achievements during this closing ceremony. The program is supported by the King/Chavez/Parks Program.

Technical Assistance to the Housing Development Division, State of Oregon

University of Oregon

Dr. David B. Frohnmayer, President

Faculty from the University of Oregon's Center for Housing Innovation (CHI) and students in the Department of Architecture assist the Oregon Housing and Community Services Department in developing low-cost, high quality housing for low-income families and individuals across Oregon. Participating faculty and students write design standards; review applications for State and Federal funding, document and evaluate housing built with public funds; provide feedback to program managers; and offer training to architects, private developers, and community development corporations who apply for public funds. Faculty and students compile the relevant research literature and guidelines, translate it into review criteria, and evaluate approximately 50 proposals each year.

This program has been primarily supported by funds from the State of Oregon, in the form of a student internship and a faculty position designated to create partnerships and provide technical assistance on low-cost housing. The State has asked CHI to provide training to future applicants for housing funds in the form of seminars and written materials based on post-occupancy evaluations of State-funded projects that have been built and are occupied.

St. Thomas Partnership with SPEAC

University of St. Thomas

Reverend Dennis Dease, President

In partnership with the St. Paul Ecumenical Alliance of Congregations (SPEAC), St. Thomas' Center for Entrepreneurship provides a comprehensive program to develop and maintain small businesses as an essential part of neighborhood revitalization in St. Paul, Minnesota. The partnership is designed to assist people who face four major obstacles to beginning or expanding a small business in their neighborhood: lack of mentors and support, lack of capital, lack of managerial expertise, and exclusion from or inability to obtain help from traditional lending institutions. Professors from St. Thomas work with SPEAC to educate and train potential entrepreneurs. The university holds classes regularly, and both faculty and graduate students provide training and technical assistance for the new small businesses. Over $1 million has been raised from foundations, banks, and the city of St. Paul to establish a small business loan fund for small businesses that do not qualify for conventional bank loans.

University of Toledo

Dr. Frank E. Horton, President

University Partnerships with Institutional and Nonprofit Organizations

The Department of Geography and Planning at the University of Toledo has collaborated with several local institutions and organizations to promote community revitalization efforts. For example, department faculty are part of the Ohio Housing Research Network, whose mission is to promote cooperative research on communitywide housing problems and use the findings to influence public policy. The department also worked with the Urban Affairs Center to design a housing plan for the city of Toledo, research the impact of insurance redlining on neighborhoods, and assess the impact of flexible manufacturing networks on community development. Community outreach efforts are enhanced through a successful internship program, with university students assisting community development organizations and other nonprofits in designing strategic plans for neighborhood revitalization.

The department is also involved in assessing the impact of the University of Toledo's updated master plan on surrounding neighborhoods. The identification of potential revitalization impacts will provide a focus for organization of a strong community association. The department will assist the community association in developing a set of specific strategies to cope with expected changes in a positive way. These strategies will include developing partnerships with Neighborhood Housing Services, Local Initiatives Support Corporation, city of Toledo programs, and programs offered through the Ohio Department of Development.

Wayne State University

Dr. David W. Adamany, President

The Detroit Empowerment Zone

Faculty, staff, and students from Wayne State University worked closely with neighborhood organizations, local businesses, the city of Detroit, and the Empowerment Zone Coordinating Council to select a proposed empowerment zone and prepare the strategic plan submitted to the U.S. Department of Housing and Urban Development. A multidisciplinary team of more than 20 faculty and staff gave countless hours of support to the council and its task forces. The team provided technical, managerial, and organizational support to the council and played a central role in writing the final proposal. Faculty worked closely with the Michigan State Housing Development Authority to assist community groups in crafting the housing and community renewal section of the proposal. The multidisciplinary team from Wayne State and the Detroit Public Schools serviced the Education and Training Task Force, and a graduate research assistant in urban planning developed the program budget management system.

STUDENT VOLUNTEERISM

Boston University

Dr. John Silber, President

Boston University Community Service Center

Established in 1986 by a small group of students, the Boston University Community Service Center now recruits more than 1,000 students each year and provides them with volunteer opportunities in a range of areas that includes affordable housing, HIV/AIDS, education, the environment, hunger and homelessness, and youth outreach. Students handle not only the logistical elements of their projects, including recruitment, placement, and evaluation of volunteers, but are also responsible for writing grants to fund their work.

Students typically have no problem finding a program that matches their personal interests and philosophies; reference materials in the center's libraries are filled with thousands of volunteer opportunities with hundreds of organizations. Through the programs available at the Community Service Center, students gain an understanding of their surroundings and insight into the world outside the campus. The center embodies the university's mission to provide quality education, foster the development of moral character, and serve the community.

California Polytechnic State University

Dr. Warren G. Baker, President

Partners in Serving

Partners in Serving offers California Polytechnic State University (Cal Poly) students volunteer opportunities in two areas: construction and renovation of low-income housing complexes, and programs and services for children residing in those housing complexes. The students work at sites such as low-income and transitional housing projects and shelters for homeless individuals and families, which are managed by the Housing Authority of San Luis Obispo. The university and the Housing Authority have a long history of joint efforts. In recent years some of the projects undertaken by students for the Housing Authority include renovating a homeless shelter, building playgrounds for low-income children in housing complexes, renovating two Housing Authority apartments to create a Head Start Center, and designing low-income housing for seniors. Funds for materials needed in these projects have been provided by Cal Poly student organizations, individual students, the Housing Authority, and the Corporation for National and Community Service.

The Claremont Colleges

Dr. Jack L. Stark, President

LINCS—Learning In Community Service

Through the LINCS program, students and faculty of The Claremont Colleges work with a wide variety of community-based organizations in the Claremont, California, area, such as nonprofit agencies, schools, law enforcement agencies, city governments, and businesses to provide expertise and volunteer assistance to cope with pressing community problems identified by community representatives. The communities gain much needed expertise and volunteer assistance in coping with persistent problems such as tutoring elementary school children in multiethnic neighborhoods, assisting battered women and their families, and informing non-English-speaking citizens of their rights as tenants. Students working in this program gain a valuable educational experience that will nurture lifelong habits of community service. This program is part of The Claremont Colleges' long tradition of involving students in community volunteer work.

Columbia University

Dr. George Rupp, President

Community Impact

Community Impact, the major student volunteer service organization at Columbia University, provides critical services to low-income individuals and families in Morningside Heights and Harlem, New York. Its programs include housing and homeless services; General Equivalency Diploma (GED) classes for adults; mentoring and tutoring for children; companionship programs for the elderly, disabled, and persons with HIV/AIDS; and community education on issues relating to hunger and the environment.

Community Impact has partnerships with more than 100 organizations and agencies who do similar work in the Morningside Heights and Harlem communities, including social service organizations, government entitlement offices, churches, senior centers, and schools. It receives funding from several government, corporate, and foundation services, including the Supplemental Nutrition Assistance Program (SNAP), Catholic Charities, the Abrons Foundation, the Bank of Tokyo, Chemical Bank, and Morgan Guaranty.

Dallas Christian College

Dr. Keith Ray, President

Inner-City Team

Inner-City Team is a group of volunteer college students who work with children ages 5–16 in the southern part of Dallas. Volunteers expose the children to alternative lifestyles, activities, and mentoring that enable the children to view their personal futures with hope. Activities include group songs, crafts, and games. Special outings are arranged to museums, movies, skating rinks, bowling alleys, restaurants, and the zoo. Inner-City Team strives for a combination of moral, educational, and recreational experiences. Its purpose is to meet the social, familial, and spiritual needs of these inner-city children and to facilitate a change in attitude that encourages self-esteem, community pride, and familial well-being.

Davis & Elkins College

Dr. Dorothy I. MacConkey, President

The Buddy Club

The Buddy Club is a drug prevention program for at-risk young children. Davis & Elkins College and Youth Health Services, Inc., have teamed up to provide meaningful learning experiences for such children, with the goal of preventing them from using alcohol, tobacco, and other drugs. The Buddy Club activities are centered in group play and educational discovery experiences. Young children ages 5–11 who are clients of Youth Health Services meet weekly with their Davis & Elkins College student "buddies" for a wide range of play activities intended to build positive peer interaction and self-esteem. Whether they attend a nature scavenger hunt or drawing classes led by art education students, the children gain confidence and perspective on their abilities. Initial funding came through a grant from the Presbyterian Church (USA) Committee on Higher Education, with subsequent funding from a State of West Virginia Drug-Free Communities Grant.

Flathead Valley Community College

Dr. David N. Beyer, President

Homeless Awareness Weekend

During the fall of 1994, students of Flathead Valley Community College, Montana, led a communitywide homeless awareness and fundraising project known as the Homeless Awareness Weekend. To dramatize their message that homelessness impacts rural areas, students created a cardboard box city on the college front lawn and lived there during the 3-day project. The student-led initiative attracted participation by the local United Way agency, Human Resources, Social Services, Salvation Army, Flathead Food Bank, and other organizations. Due to the special visual qualities of the project, local media coverage was intensive, including radio broadcasts from the site. Photos in area papers and features on television rallied the public's attention to homeless issues. The project also included a fundraiser for the Food Bank and Salvation Army, enabling citizens to contribute food or money with the goal of providing 3 months of rental funds to help a local homeless family get back on their feet.

Florida Southern College

Dr. Thomas L. Reuschling, President

Helping Children to Discover Literacy

In an effort to improve the academic level of highly at-risk children, volunteer college students from Florida Southern College work through the Helping Children to Discover Literacy program to tutor elementary school children from low-income families after school at a police substation in a local public housing complex. Approximately 20 student volunteers meet 1 day a week to tutor a minimum of 2 children each. All tutoring is done on a one-on-one basis. Educational field trips are also offered, along with special theme parties and recognition awards, to encourage participation and promote learning among the children being served by this program. Training of tutors and all teaching materials are supplied by Florida Southern College's "Student Offering Service" program. Helping Children to Discover Literacy has received financial support from Florida's Office for Campus Volunteers, Brunswick Public Charitable Foundation, and Florida Southern College. Partners include the Lakeland Public Housing Authority, Lakeland Police Department, and Polk County Public School system.

Gannon University

Monsignor David A. Rubino, President

Gannon University and St. Mary's Grade/Middle School Mentor Project Partnership

In an effort to help at-risk children in inner-city schools, Gannon University in Erie, Pennsylvania, designed a mentoring program in which students from its Honor's Program read to and tutor students at St. Mary's, an inner-city elementary school. The program is designed to increase the grades of St. Mary's children (in grades 5–8) through tutoring sessions and by providing them with caring role models. Another purpose of the program is to help Gannon's honors students develop their own communication, encouragement, and intervention skills, as well as learning to appreciate the talents and gifts of the at-risk children. The Gannon students serve as mentors for a two-semester period. The grades of St. Mary's students involved in the program improved, particularly in English, and only a small percentage of the students tutored 1 year had to be tutored again the following year.

Because St. Mary's closed in June 1994, the program was transferred to St. Joseph's School, an inner-city elementary school where half of the students are minorities, come from single-parent homes, and are enrolled in a remedial program such as Chapter I. The goal of the program is to improve each student's reading grade by one letter during the academic year. Funding for this program, as for the one at St. Mary's, comes from Gannon's Center for Social Concerns and Gannon's Honors Programs.

The Center for Social Concerns

In 1989 Gannon University created the Center for Social Concerns, providing students, faculty, and staff with the opportunity for service placement in the Erie community. The center works with over 40 Erie agencies such as the Community Blood Bank, Hispanic American Council, Habitat for Humanity, Lutheran Home for the Aged, Shriner's Hospital, and Boys and Girls Club of Erie. The center also has developed a variety of service and educational programs on campus. These range from 1-day events like food drives and brown bag forums to week-long events such as Hunger and Homeless Week and AIDS/HIV Week.

Moreover, each year the center sponsors week-long service trips to depressed areas of the country. Students, faculty, and staff learn to understand and cope with illiteracy, poverty, drugs, and other social problems having an increasingly greater impact in these areas. The goal of the center is to show students, through working, living, and socializing with these people, that service is a vital ingredient in their growth and development as individuals.

Gonzaga University

Reverend Bernard J. Coughlin, SJ, President

Gonzaga Volunteer Services Mentoring Program

Using a team approach, Gonzaga students staff the Gonzaga Volunteer Services (GVS) Mentoring Program, an afterschool enrichment program for elementary school children (K–6) in two low-income neighborhood schools. The youth who live in these areas are at risk of failing to succeed in school, in their individual communities, and in society. Most of these children live below the Federal poverty level in single-parent homes. The Gonzaga mentors are role models who focus on improving childrens' self-esteem, peer relationships, anger management, and creative learning. The Gonzaga mentors often are the only role models (other then their teachers) for these children.

Two teams of 9 students each are recruited for both elementary schools, making a total of 36 student mentors in the program. The mentoring teams collaborate with the principal or director of each school, teachers, and the GVS mentoring program adviser to create an afterschool program for 20 to 35 children. Each program consists of four components: sports, drama, tutoring, and small group activities. The goal of the mentoring program is to create meaningful mentor relationships that will encourage these children to want to pursue their education and to be proud members of their community long after they have completed the program.

Huntingdon College

Dr. Wanda D. Bigham, President

International Leadership Development Institute

Huntingdon College in Montgomery, Alabama, is a small urban college with a tradition of encouraging its students to become active in community service by volunteering. At the International Leadership Development Institute, student volunteers from Huntingdon College will work with urban children to improve their chances of academic success and social development. The student volunteers will serve as mentors to the children, conducting activities, programs, and School Leadership Workshops. Volunteers will be trained before they take up their assignments and will meet regularly in discussion groups to share with each other their experiences in the field.

The purpose of the project is to increase the children's knowledge of the world and challenge them to help shape the future of their community. Moreover, the program teaches student volunteers that they, too, can have an impact in their community and that learning extends beyond the classroom. Partners include college organizations and local community volunteers.

Illinois Benedictine College

Right Reverend Hugh R. Anderson, OSB, Chancellor

Benedictine Heritage Project

The Benedictine Heritage Project is a college and community partnership that brings student volunteers from Illinois Benedictine College (IBC) to the predominantly Hispanic neighborhood of Pilsen where IBC is located. IBC students tutor 2 days a week at a Pilsen grade school. Other types of work the student volunteers do include collecting books and building bookshelves to establish the grade school's first library. The IBC students also plan to computerize the holdings once the library is set up. The grade school students also travel to IBC for educational, recreational, and cultural events, such as Cinco de Mayo celebrations. The project is staffed entirely by students and has been highly successful in and out of the community. For example, the student who founded the project won the Lieutenant Governor's Award for Service in the Youth Division, the Catholic Daughter's of America Award, and the National Catholic Student Association Leadership Award.

ITT Technical Institute

Dr. D. Louis Christensen, President

Taping for the Blind

The ITT Technical Institute in Houston, Texas, sets up community activity projects with nonprofit organizations. Currently, the institute's National Vocational-Technical Honor Society (NVTHS) is working with an organization called Taping for the Blind, which broadcasts news, sports, and entertainment on the FM radio for a blind audience. All of Taping for the Blind's work is performed by more than 200 volunteers. The institute's role is to provide one or two NVTHS students every 2–3 weeks to repair the returned radios.

Johnson & Wales University

Dr. Morris J. Gaebe, Chancellor

Culinary Community Service Practicum

Believing that nobody should go hungry, Johnson & Wales University (JWU) and the Rhode Island Food Bank have joined forces through the Culinary Community Service Practicum to turn underutilized food donations into tasty and nutritious meals for the homeless and hungry of greater Providence, Rhode Island. Culinary arts graduate students at JWU create recipes for food bank items normally wasted or overlooked, such as kale, sauerkraut, lentils, and tofu. The graduate students instruct undergraduate culinary arts and food service management students in the preparation of the recipes, as well as the importance of recycling rather than wasting food.

Students serve meals at the Food Bank, as well as at the Traveler's Aid Society of Rhode Island and the St. Charles Soup Kitchen. In addition to this hands-on component in which students prepare and serve the food at the Food Bank and other agencies, students learn in the classroom about homelessness and hunger in the community. The objective of this project, besides feeding the hungry of greater Providence, is to challenge the students to view their responsibilities to society as an integral part of their chosen vocation.

Lynchburg College

Dr. Charles O. Warren, President

The White Rock Hill Community Education Center

In partnership with the White Rock Hill Community Education Center, Lynchburg College has assisted in developing a community education center where creativity, self-confidence, and community pride are nurtured through educational and recreational activities and programs. Some of these activities and programs include encouraging parents and children to come to the center to develop literacy skills and promote family learning; providing help to teens with homework, career counseling, and cooperative leadership development; providing child care to parents who are attending parenting skills workshops; and organizing neighborhood cleanup days and other neighborhood events. Students who have already participated in the project are recruited to train others. The goal of this project is to provide opportunities for Lynchburg College students to serve and learn while developing the Community Education Center.

Madonna University

Sister Mary Francilene, President

Soup Serving Kitchen

Madonna University works with St. Christine's Soup Kitchen in Detroit, Michigan, to provide meals and bags of food to individuals and families in need of assistance. Members of the Madonna University Campus Ministry Team volunteer at the kitchen, helping to serve meals and distribute food.

Mercer County Community College

Dr. Thomas D. Sepe, President

ISLES/MCCC Cooperative

The ISLES/Mercer County Community College (MCCC) Partnership has enabled ISLES, a community based not-for-profit organization specializing in urban gardening and housing in Trenton, New Jersey, to take on additional community rehabilitation and beautification projects. MCCC student volunteers assist ISLES with weeding and planting in Trenton's downtown capital district. Student volunteers learn about community needs while acquiring vocational skills necessary to carry out project tasks. Those performing manual labor receive a stipend through the New Jersey Youth Corps Program.

In one project MCCC students used salvaged lumber from ISLES housing demolition and rehabilitation to build vegetable gardening beds at two group homes for unwed mothers. Part of the project involved preparing the beds for planting broccoli, collard greens, peppers, tomatoes, and more. All cooperative projects between ISLES and MCCC are designed to improve the Trenton community.

Ohio Dominican College

Sister Mary Andrew Matesich, President

Village to Child Program

Working closely with the staff of Columbus City Schools, neighborhood church and civic leaders, and members of the North East Area Commission, Ohio Dominican College has set a goal to build a comprehensive intervention program in its own neighborhood, an area it named Village 219. Through the Village to Child Program, student volunteers provide afterschool supervision, tutorial help, and summer enrichment for 100 middle school students who live in the urban neighborhoods surrounding the campus. The family-oriented nature of the program is based on African communal values that emphasize shared responsibility and shared achievement. The concept of the program comes from the African proverb, "It takes an entire village to raise a child," and the college hopes eventually to enlist the help of every adult and employer in the Village in some aspect of the program. Currently, the program is funded by Ohio Dominican College, the Columbus Foundation, and United Way.

Olivet Nazarene University

Dr. John C. Bowling, President

The Pembroke Project

In partnership with Pembroke Schools, college students from Olivet Nazarene University (ONU) volunteer through the Pembroke Project to tutor select children from two Pembroke elementary schools in basic subjects such as math, reading, and language arts. The Pembroke Schools consist of children from low-income, minority families who live just south and east of Kankakee, Illinois. Prompted by the extremely low scores of Pembroke students on standardized tests, the school superintendent in Pembroke contacted ONU to discuss a collaborative effort in which student volunteers would tutor some of the children one-on-one. Since the program's inception in 1991, scores have risen dramatically. Students, parents, teachers, and administrators all feel the program has been a success. Not only have test scores improved, but so have student attitudes, especially in the areas of self-worth and self-image. Volunteers stress the importance of education and working hard to get good grades.

Pace University

Dr. Patricia O. Ewers, President

Volunteers In Action at Pace University

Volunteers In Action at Pace University (VIA PACE) has placed approximately 750 students in volunteer positions with over 175 agencies in New York City and Westchester. Students have mentored and tutored at-risk youth; visited the elderly; run a variety of fundraisers; worked at soup kitchens and homeless shelters; organized food, blood, and clothing drives; and provided companionship to HIV/AIDS patients. VIA PACE was created to fulfill the college's mission of augmenting social responsibility on campus. Since 1991 VIA PACE has helped foster an ethic of service within the Pace community through three main activities: placing students in regular volunteer positions, promoting service-learning courses, and engaging in community action and research partnerships within Westchester and New York City.

Sheldon Jackson College

Dr. Kenneth Cameron, President

Carpenter Program

With the Carpenter Program, students perform a minimum of 2–4 hours community service per week in exchange for grants up to $2,000. Students from Sheldon Jackson College in Sitka, Alaska, seek out community service projects during the school year and, in some cases, throughout the summer. The projects can be on or off campus, but most students serve off campus. Some of the service projects include volunteer work at the Bald Eagle Rehabilitation Center, churches in the community, community schools, community day care centers, the Pioneer Home (for senior citizens), local museums, scouting programs, and community play productions, among others. The community is not required to fund any portion of the program for the services it receives. A recipient of the services notifies the college that the service is being performed. A goal of the program is to integrate more leadership training.

Shimer College

Dr. Don P. Moon, President

Shimer College Homework Center

The Homework Center provides academic support, remediation, and appropriate role models for educationally and economically disadvantaged elementary school children residing in the Waukegan, Illinois, neighborhood around Shimer College. A staff of 10 student tutors, under the direct supervision of 2 faculty members, serves approximately 40 children from North Elementary School (grades 3–5). Open daily during afterschool hours, from 2:30 to 5 p.m., the Homework Center provides tutors who work with children on daily homework assignments. After completing the assigned homework, the children engage in such activities as reading, drawing, coloring, painting, math drills, or map games.

The program has proven highly successful and has had measurable impact on the educational progress and self-esteem of the children it serves. The Homework Center also provides these children with a safe neighborhood haven and demonstrable social and educational benefits during "latchkey" hours. Shimer students get the chance to discover the satisfaction of helping others, and to demonstrate in a tangible way the college's motto: "To serve, not to be served."

State University of New York, College of Environmental Science and Forestry

Dr. Ross S. Whaley, President

Highway Cleanup

Twice a year student volunteers from the State University of New York's (SUNY) College of Environmental Science and Forestry pick up trash and debris from about 7 miles of State and town roads in the local area. SUNY works in partnership with the Highway Department; the college provides the transportation and the Highway Department provides the bags.

Nature Trail

Students in the college's recreation course built a 1/3-mile nature trail for the town of Fine. The college provided the transportation, tools, and manpower to complete this task.

Maps

As part of their surveying course, SUNY students surveyed and developed maps of the cemetery and the water supply area for the Adirondack hamlet of Wanakena. As with the nature trail, the college supplied the needed transportation, tools, and instruments.

Texas Woman's University

Dr. Carol D. Surles, President

Volunteer and Community Service at Texas Woman's University

The Volunteer and Community Service program at Texas Woman's University is evidence of the strong volunteer service contribution made by the administrators, faculty, and staff at the university. The comprehensive community service projects carried out by many different departments of the university are grouped by program type, including: children/young adult, community maintenance and beautification, counseling/therapy, education, elderly assistance, food/clothing/financial assistance, indigent/homeless assistance, and others. Among the wide-ranging activities performed by the volunteers are babysitting so Head Start parents can attend nutrition programs; community cleanups; music therapy for the community and health care facilities; programs to certify teachers with degrees in noneducation-related areas; and medical, dental, parenting, child care, and mental health services, among others. The program goes beyond the community, performing community service and construction activities during a spring break trip to Mexico. The project targets many groups, including teenagers, Head Start families, and the elderly.

Thomas More College

Reverend William F. Cleves, President

Volunteer Income Tax Assistance Program

Student volunteers from Thomas More College's Volunteer Income Tax Assistance Program work in conjunction with the Internal Revenue Service to provide State and Federal income tax assistance to low-income and elderly people. Students work at four sites in northern Kentucky and Cincinnati. Accounting assistance to other projects is planned.

Toccoa Falls College

Dr. Paul L. Alford, President

Atlanta-Amerasian Friends

As part of Atlanta-Amerasian Friends, Toccoa Falls College students work with World Relief and World Vision in Atlanta, Georgia, to aid the many Amerasians who have recently come to the United States. The students teach English, help the children with homework, and generally assist in their adjustment to American culture.

Best Buddies

Best Buddies volunteers from the college are paired with a mentally handicapped person. Their goal is to befriend the person assigned to them, taking them to places of interest and engaging in activities with them.

Boys and Girls Club of Toccoa-Stephens County

Student volunteers from Toccoa Falls College help the Boys and Girls Club Afterschool Program in Stephens County, Georgia. They assist the children with their homework and provide support to other club members as needed.

Elderly Visitation

Toccoa Falls students go into the units for the elderly in the Toccoa Housing Authority and volunteer their time to assist the residents wherever needed. Their assistance can involve mowing lawns, cleaning windows, or just sitting and talking with the elderly residents.

Meals on Wheels

Students from the college volunteer to support all aspects of the Meals on Wheels program.

Stephens County Head Start

The Stephens County Head Start program benefits from the support of Toccoa Falls College students who assist teachers in the classroom wherever needed.

Tutoring-Afterschool

Toccoa Falls College and the Toccoa Career Institute work together to run an afterschool tutoring program. Student volunteers help children who live in Toccoa Housing Authority units with their homework, as needed.

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University of North Alabama

Dr. Robert L. Potts, President

The Single Parent Mentor Program

In partnership with the Corporation for National and Community Service, the Social Work Department at the University of Alabama has established the Single Parent Mentor Program in an effort to provide one-to-one mentoring to single parents in public housing. The main goal of this program is to improve the self-esteem of these single parents, facilitating their independence from public assistance. Some of the activities include tutoring (for adults and children), monthly educational meetings, holiday events, a summer youth program, parenting support groups, time management counseling, and budgeting techniques.

The program has made a significant impact on the lives of its clients and their families. Out of 29 current clients, 14 are enrolled in programs to continue their education, including several who are seeking bachelor's degrees. As well as fulfilling their civic obligations, these student mentors gain service experience and an opportunity to practice classroom instruction.

University of North Carolina at Wilmington

Dr. James R. Leutze, Chancellor

Celebrate Wilmington!

Celebrate Wilmington! is a collaborative community/university project to promote and enhance cultural and art activities within the Wilmington region. During the 6-week festival, an eclectic grouping of cultural and artistic events are held, including plays, concerts, musicals, craft shows, films, and art exhibits. The festival invites performing artists from the creative community from all over the world to participate. Volunteers from the University of North Carolina, Wilmington, and various arts organizations spend countless hours publicizing events, coordinating schedules, and transforming what begins as a vague idea into a coherent reality. Through works which reflect the multicultural nature of the Wilmington community, the organizers hope to enrich and expand the appreciation of the Wilmington community, while stimulating creative expression in new and familiar forms.

University of the South-Sewanee

Dr. Samuel R. Williamson, President

University Outreach and Community Services Program

The University Outreach and Community Services Program brings together Sewanee students and members of neighboring Tennessee communities to work on the housing needs of low- and very low-income families in Appalachia, of which Sewanee is a part. Students assist not only in building and refurbishing homes in this region, but they are challenged in their awareness and sensitivity to cultures that may be vastly different from their own. The exposure of students to cultures unlike their own through service work is an essential element of this program. Student commitment to social responsibility has always been a large part of the university's history and tradition. The university works in affiliation with Housing Sewanee, Inc., Mid-Cumberland Mountain Housing, and the Tennessee Housing Development Agency.

Touch Up Toledo

University of Toledo

Dr. Frank E. Horton, President

Touch Up Toledo, a neighborhood revitalization program that targets specific areas of Toledo, is a collaborative program involving the University of Toledo, the city of Toledo, Xerox Corporation, Toledo Public Schools, and 14 private companies in Toledo. About 1,000 volunteers—700 from the University of Toledo—are assembled for each 1-day neighborhood cleanup effort. These volunteers scrape, prime, and paint selected homes; landscape the lot around the home; and clean the neighborhood streets. Funding for the program is provided by donations from the local business community.

COMMUNITY IN THE CLASSROOM

Arizona Western College

Dr. James R. Carruthers, President

AWC Language Institute

Arizona Western College (AWC), located in Yuma, Arizona, has joined with community, educational, and business organizations, including the Yuma Private Industry Council, Yuma School District No. 1, Bose Corporation, the Yuma Union High School District, Yuma Regional Medical Center, Norwest Bank, and the Yuma Daily Sun, to create the Language Institute. The institute strives to improve communication among Yuma's many monolingual English-speaking and Spanish-speaking residents and visitors by providing accelerated language courses to organization employees and the community at large.

The institute's courses focus on conversational ability and work-specific areas so that people can immediately use new language skills to improve communication with their respective employees, students, patients, and clients. Participants in Spanish courses, which began in September 1994, are already using Spanish at work and in their community, demonstrating how their new language skills have enabled them to communicate within their multicultural, multilingual environment.

Augusta College

Dr. William A. Bloodworth, Jr., President

Literacy in Action Program

Literacy in Action, a community outreach program of the Augusta College School of Education, utilizes a multifaceted approach to create and support quality literacy programs for adults and children in Augusta, Georgia. College faculty, students, community leaders, and business partnerships work together to provide community and workplace literacy programs, as well as volunteer and professional development. Community literacy endeavors include oncampus presentations for children, parents, and teachers by an internationally known children's theater company, as well as free workshops for parents and teachers. Workplace literacy programs for new adult readers, pre-General Equivalency Diploma (GED) learners, and those studying for the GED exam are offered on campus or at work sites. Augusta College students, who are trained in literacy services, lead these tutoring sessions for small groups of learners. The program also offers volunteer and professional development training throughout the year for community volunteers and literacy leaders, focusing on current trends in adult literacy, technology, and education.

Bennett College

Dr. Gloria R. Scott, President

Challenge of Opportunity Program

The Challenge of Opportunity Program enables young, single mothers of Greensboro, North Carolina, with academic potential to improve their quality of life by earning a college degree, attaining economic self-sufficiency, and removing themselves from poverty and welfare dependency. Participants enter Bennett College, complete an associate or bachelor's degree, and enroll their children (3–5 years old) in Bennett College Children's House (an early childhood education center). Women are required to participate in parenting, sex education, and nutrition programs. They must also have appropriate work experiences and take part in a home management program. Living in college apartments, the single parents and their children have access to onsite professional staff, including a program director, nurse, social worker, nutrition specialist, and a child and family development specialist. The program receives funding from the Bryan Family Foundation, Z Smith Reynolds, Xerox Foundation, Women's Division of United Methodist Church, and U.S. Department of Housing and Urban Development.

Community/School Revitalization

Chadron State College

Dr. Samuel H. Rankin, Jr., President

The Community/School Revitalization project originated out of the belief that persons thinking and working cooperatively could support each other and have greater impact for change in a local community. The project calls for participation from four community teams from Chadron, Nebraska. Each team—composed of one school board member, one school administrator, one community leader, and three teachers—is challenged to create processes, means, and encouragement for involving the school and the youth in community development while enhancing the learning experiences. The working teams begin the active year-long project each June with 3 days of orientation, instruction, and preliminary planning on the campus of Chadron State College. During the fall the teams spend a day touring and sharing plans with each of the four communities. At the end of the year, written, oral, and video reports are presented to show how the schools, the youth, and the communities have contributed towards progress. Funding has been provided by ConAgra, Inc., the Nebraska National Forest Service, the Buckley Trust, and Chadron State College.

Job Training for the Homeless

Elgin Community College

Dr. Paul R. Heath, President

In coordination with the Health and Welfare Association, Elgin Housing Authority, Illinois Department of Public Aid, Renz Addiction Center, local Job Training Partnership Act groups, substance abuse centers, Salvation Army, Community Crisis Center, and the Wayside Center, Elgin Community College's Job Training for the Homeless project offers a wide range of services to area homeless people. Since 1988 its vocational academic assessment, alcohol and substance abuse referral, mental health support, job search and placement assistance, and housing alternatives (transitional and permanent) services have helped more than 3,000 homeless people, placing 750 in jobs and finding housing for more than 1,250. Single parents, families with children, single men and women, youth, older adults, veterans, disabled, and those with mental health and substance abuse problems have all been served by the program. Using a case management service strategy, project counselors serve as personal advocates for clients. All services are offered in English and Spanish, and Adult Basic Education (ABE)/General Equivalency Diploma (GED) classes are available, as well as job training courses through various college departments.

Rising St.a.r., Inc. On the Rise Summer Institute

Grand Canyon University

Dr. Bill Williams, President

Grand Canyon University, the Roosevelt school district, and Rising St.a.r., Inc., a community-based group dedicated to helping Phoenix youth stay in school, have joined together to provide inner-city junior high youth an academic residential experience on a university campus through the On the Rise Summer Institute. For 1 week during the summer, 68 junior high school students from Phoenix live together in dormitories, eat meals together, and participate in structured team-building activities and work tasks. The academic experience focuses on history, language arts, math, science, and art. The students are divided into five groups, which rotate each day among the five subject areas. This cooperative effort allows future teachers

to work in a multicultural environment, strengthens the relationship between the university and the public schools, and gives at-risk students instruction from master teachers.

Indiana Vocation Technical College

Gerald I. Lamkin, President

UPLIFT J (Urban Partnership Leading Individuals and Families to Training for Jobs)

UPLIFT J, the Urban Partnership Leading Individuals and Families to Training for Jobs, is a partnership between Indiana Vocational Technical College (Ivy Tech) and the Muncie Housing Authority (MHA). Together, they will provide a comprehensive range of services to residents in public housing complexes. Of particular importance will be literacy training; basic skills classes in math, reading, and writing at Ivy Tech; career counseling and financial aid information; and Adult Basic Education (ABE) and General Equivalency Diploma (GED) training programs. Additionally, Federal work-study funds will be available for Ivy Tech students in child development programs to provide child care while parents attend classes. The Housing Authority will provide space for the classes and related services.

Initial candidates for the program will be single welfare mothers who reside in housing complexes and youth, aged 18–24, who are undertrained and unemployed. As the program develops, mentors from the community will provide individualized direction, a key component to the program's success. The program is seeking commitments from local business and industry to hire people who complete the development program at entry-level or trainee-level positions. A second program phase will include the younger children of residents and will provide tutoring and introduction to work/career possibilities.

Kentucky Wesleyan College

Dr. Wesley H. Poling, President

Discovery Camp

Funded by the Kentucky Council on Higher Education and a CampuServe Grant, Discovery Camps bring older elementary and middle school students to Kentucky Wesleyan College where they are encouraged to realize that college is an attainable goal, while exposing them to a variety of new academic subjects. Many youth in Owensboro, Kentucky, are not exposed to various subjects until very late in their education, if at all. Also many area youth come from families in which the parent(s) did not attend college. The camps take place after school in late afternoon and early evening. Students haye sessions in theater, art, laboratory science, and computer science; they also eat dinner in the cafeteria with the football team, sororities, fraternities, and the college's president. Kentucky Wesleyan College students and faculty assist with and teach the sessions, provide tours of the campus, and answer questions about college.

Marylhurst College

Dr. Nancy Wilgenbusch, President

Head Start Summer Science Institute

By helping Head Start teachers learn to teach science, the Marylhurst College Summer Science Institute gives disadvantaged children in the Marylhurst, Oregon, region the early science education they need to ensure future access to jobs in science and engineering and a better quality of life. Teachers attend an intensive

4-week course that covers basic scientific principles upon which to develop lesson plans. Through science, children from poor environments learn that action gets a reaction and repetition gets the same result, while developing the skills to plan their futures. Marylhurst plans to expand the institute through a national system of college/Head Start partnerships, ultimately training 90,000 Head Start teachers, with variations in the program for urban and ethnic community needs.

Held during the summer, the institute leverages existing resources by taking advantage of the teachers' noncontract time and the college's seasonal underutilization of its faculty and science laboratories, and by building relationships with museums, zoos, and other community organizations. Marylhurst contributes administration, facilities, general overhead, staff time, and fundraising expenses, and its goal is to fund the direct costs of dissemination with support from corporations, foundations, and individuals who are concerned about science and the future workforce. Major funding partners include the Challenge Foundation, Hewlett-Packard, Shell Oil Company, State Farm Insurance, and U.S. West Foundation.

Midland College

Dr. David E. Daniel, President

Cogdell South Facility

In 1992 Midland College, a comprehensive, public community college, opened its Cogdell South Facility. Located in an area of Midland, Texas, with a large minority population, the extension center is committed to learners of all levels and serves as a bridge to careers for undereducated or underskilled workers. It has served more than 400 individuals and continues to expand its outreach programs. Offerings include General Equivalency Diploma (GED) preparation and English as a Second Language classes; college classes in English, math, business, and history; job skills training and continuing education; and one-on-one reading assistance provided by community volunteers. Cogdell South's Business and Economic Development Center encourages small business development, with 51 new businesses with 116 full-time and 100 part-time jobs created in the past year.

Funds for the construction of the Cogdell South Facility, many of the supplies, and all plumbing installations w e donated by local businesses, as well as major oil companies in the city. The community continues to support the facility in business development.

Montgomery College

Dr. Robert E. Parilla, President

Summer Youth Programs

Montgomery College, in partnership with the Montgomery County School System, runs summer youth programs for 3d through 12th graders through its Office of Continuing Education. These programs vary widely in intent, time, and cost (the college makes scholarships available to low-income students) and take place on one of the three college campuses in Maryland.

In the summer of 1994, approximately 1,000 students participated in one or more of the following seven programs:

- Summer Challenge (2-week enrichment program for students in grades 3–6).
- Summer Student Writing Institute (3-week writing immersion program for students in grades 3–8).

- Kids' College (2-week summer camp focusing on problem solving, thinking, and other skills for students in grades 5–6).
- New Directions (23 variable-format enrichment courses for students in grades 7–11).
- Summer Jazz Consortium (1-week program of improvisation, theory, and arranging for students in grades 8–12).
- Summer Dinner Theater (10-week course in which two major musicals are produced for students age 16 and older).
- Practical Preparation for College (varied courses designed to enhance academic skills of students in grades 9–12).

Saturday Discoveries

Montgomery College, together with the Montgomery County School System, offers special 1-day academic seminars for gifted and talented/honors students. Saturday Discoveries is tailored for fourth, fifth, and sixth graders, while Thinking Towards the Future is designed for the older seventh and eighth graders. Both programs consist of a series of small group sessions, which the student chooses from a large list of options, and offer students the chance to explore topics outside the school curriculum. The seminars, run by the college's Office of Continuing Education, are typically offered once per semester at each of the three college campuses.

Northwestern Michigan College

Dr. Timothy G. Quinn, President

University Center

Beginning in the fall of 1995, Northwestern Michigan College (NMC) will establish a University Center at its Boardman Lake campus in Traverse City. The University Center will offer over 40 academic degree programs to residents of a 5-county region that has been isolated geographically from such opportunities in the past. This area has a high proportion of low-income residents, including many single parents of children living at or below the poverty level. The University Center will give people in this region the chance to further their education. Courses will be offered in multiple locations (on campuses, in local public schools, and at home) and in multiple formats (in person, two-way interactive television, and satellite). Besides NMC, the University Center is expected to have as partners 11 other 4-year public and private colleges: Central Michigan University, Davenport College of Business, Eastern Michigan University, Ferris State University, Grand Valley State University, Lake Superior State University, Michigan State University, Northern Michigan University, Spring Arbor College, University of Michigan, and Western Michigan University.

University of Michigan-Dearborn

Dr. James C. Renick, Chancellor

Southfield Summer School

The Southfield Summer School is a 6-week program for middle school students on the University of Michigan-Dearborn's campus. Its primary purpose is to provide middle school students with college campus learning experiences. Participating students take math, science, English, and foreign language courses. The university also

provides extracurricular activities through its natural science, student activities, and media services departments. The program is supported by the King/Chavez/Parks funds.

Project LEAP

University of Mississippi

Dr. Gerald Turner, Chancellor

Project LEAP (Learn, Earn, and Prosper) is an interactive adult education program. A partnership between the University of Mississippi and the Mississippi Department of Human Services Job Opportunities and Basic Skills (JOBS) program, Project LEAP combines satellite, cable television, and computer technology with traditional classroom-based instruction to reach students throughout the State. Staffed educational centers and sophisticated mobile learning laboratories supplement the university's facilities.

Project LEAP provides 20 hours per week of instruction to JOBS clients, correctional facilities, and alternative schools. Courses include beginning language arts, intermediate language arts, intermediate math, General Equivalency Diploma (GED) preparation, and "Information You Can Use" (parenting, job skills, and self-development).

Washington MESA Project

University of Washington

Dr. William P. Gerberding, President

The Washington MESA (Mathematics, Engineering, Science Achievement) Project helps minority secondary school students prepare for university-level studies in mathematics, engineering, and science-related fields. MESA is a partnership of higher education, school districts, business and industry, and community organizations, with additional funding provided by the State. Established in 1982 MESA now provides over 3,000 participating students with a special elective mathematics or science class, independent study groups, summer enrichment and employment programs, field trips, tutoring, academic/college/career advising, and scholarship incentive awards. MESA centers in Seattle, Spokane, Tacoma, and the Tri-Cities are associated with the University of Washington, Washington State University, Pacific Lutheran University, and Gonzaga University.

APPLIED RESEARCH

Armstrong State College

Dr. Robert A. Burnett, President

Public Service Center

The Armstrong State College Public Service Center is dedicated to helping Savannah and Southeast Georgia identify and resolve complex urban and regional issues. City and county governments; State, regional, and local agencies; and nonprofit groups comprise the broad spectrum of organizations that stand to benefit from the center's applied research, service, training, and public information programs. An important aspect of this mission is to provide relevant and timely information to local leaders, thus enabling them to offer better service to their constituencies, clients, and customers. Funded by the college, the center achieves its objectives through research, service, and information dissemination. In particular, the center conducts applied research and analysis of local public and private sector issues and problems; provides informed analysis and consultation on policy, procedure, and operations to local governments, private nonprofits, and public-sector agencies; engages in program development and planning to improve the delivery of local and regional government services; and collects and disseminates information to local and regional service delivery groups.

California State Polytechnic University

Dr. Bob H. Suzuki, President

Cal Poly/Ontario Community Center for Urban Research

The mission of Cal Poly/Ontario Community Center for Urban Research (OCCUR) is to perform a variety of research services for community-oriented programs within the Inland Empire region and adjacent communities. Concerned with urban and community issues, the center provides research services, technical assistance, and alternative design strategies. Research focuses on education through academic coursework and on community outreach through involvement in local projects, special educational workshops, and seminars for community leaders and residents. For example, in a combined academic and professional research project, university faculty and students developed and presented the city of Chino with alternative design strategies to revitalize the downtown area and build a neighborhood facility to provide child care, recreation, and education services. Cal Poly/OCCUR also provided graduate landscape and architecture students to prepare a master plan for a new Provisional Accelerated Learning (PAL) Center where high school dropouts can receive educational and vocational assistance. Habitat for Humanity's Los Angeles Chapter is working with Cal Poly/OCCUR to design 40 single-family, low-income houses to be constructed during the 1995 Jimmy Carter Work Project. These and many other projects not only improve the quality of the physical environments and lives of the local residents, but also expand the educational experiences of Cal Poly's students and faculty.

Cleveland State University

Dr. Claire A. Van Ummerson, President

Build Up Greater Cleveland (BUGC) Program Greater Cleveland Community Capital Investment Strategy

The Urban Center of the Levin College of Urban Affairs at Cleveland State University participates in the Build Up Greater Cleveland Program (BUGC), a public-private partnership striving to promote economic growth by helping rebuild the city's infrastructure. The primary goal of the organization is to ensure the availability of adequate funding for a comprehensive capital improvements program. In addition, the group has worked to reduce project development time, improve

communications and coordination between public agencies and utilities, and foster public-private cooperation. For its part the university's Urban Center conducts an annual review of greater Cleveland's capital investment needs, evaluates financing alternatives, and works with BUGC to recommend fund-raising strategies. While BUGC's past efforts to improve Cleveland's infrastructure attempted to fix existing systems, such as water and sewer treatment plants, roads, and bridges, current initiatives aim to expand and improve them.

The program's success depends upon its many partners, which include representatives from the business community, the city of Cleveland, Cuyahoga County, the Ohio Department of Transportation, the Greater Cleveland Regional Transit Authority, the Northeast Ohio Regional Sewer District, the Cleveland Water Department, and the Greater Cleveland Growth Association.

Working Partnership: Anacostia Coordinating Council and the Institute for Urban Development Research of The George Washington University

The George Washington University

Stephen J. Trachtenberg, President

The George Washington University (GWU) Institute for Urban Development Research offers continuing professional support for development planning, community-building, and educational activities organized or sponsored by the Anacostia Coordinating Council (ACC). GWU faculty provide professional advice to ACC and guide graduate research fellows who carry out projects requested by the community. For instance, the institute helped devise and implement the Kramer Anacostia Planning Project (KAPP), a neighborhood planning and development program for eighth and ninth graders that teaches urban planning, historic preservation, community analysis, and specialized research skills and provides hands-on experience in comprehensive planning. The institute also prepares and publishes Capital Gain, a newsletter covering development activities in Old Anacostia and southeast Washington, which is distributed through neighborhood organizations, offices, and businesses. University faculty give time to the partnership at no cost; support from Anacostia businesses, council membership fees, and grants from local foundations fund the graduate students' work.

Consortium of Investigation of HIV/AIDS Patients with Cooper Hospital in Camden, New Jersey

Inter-American University of Puerto Rico

Dr. Jose R. Gonzalez, President

The Consortium of Investigation of HIV/AIDS Patients between the Inter-American University of Puerto Rico and the Cooper Hospital in Camden, New Jersey, is conducting a research study concerning the perceptions and attitudes of nursing personnel toward HIV/AIDS patients. The researchers are developing tools to assess the attitudes of caregivers towards patients with HIV/AIDS so that they can compare the attitudes of Puerto Rican and urban mainland HIV/AIDS caregivers. They will also develop tools to assess and compare Puerto Rican and mainland caregivers' knowledge of HIV/AIDS. Also of interest to the researchers will be similarities and differences in the relationship between knowledge of HIV/AIDS and the attitudes of caregivers toward infected patients in Puerto Rico and the urban mainland setting.

Kent State University

Dr. Carol A. Cartwright, President

Kent Comprehensive Urban Framework Plan

Recognizing their interdependence, Kent State University (KSU) and the city of Kent, Ohio, are jointly developing an integrated urban design framework plan. This collaboration is creating opportunities to improve the economic vitality of the area, recover ecological health, and revitalize communities. The plan's initial priority is to stimulate the use or reuse of vacant lots and buildings in the central-city areas, making them more productive and attractive properties. For example, revitalization of the Franklin Hotel, an Academic Inn catering to a university of over 20,000 students, and the construction of the Kent Regional Business Alliance (KRBA) Center are planned to attract people downtown and support local businesses. Besides the university and KRBA, other partners include the Portage Metropolitan Housing Authority; the Urban Design Center of Northeast Ohio, a cooperative effort of four State universities; and Kent Vision 2000, a citizens' forum. The city of Kent, KSU, the Small Business Administration, and several State and Federal programs have provided funding.

LaGrange College

Dr. Walter Y. Murphy, President

Center for Community Studies

The Center for Community Studies was established by Troup County human services providers to improve lines of communication and develop action plans for services ranging from education and health care to economic planning for the children, youth, and troubled families of LaGrange, Georgia. At the request of community leaders and the Fuller E. Callaway Foundation, which provided the initial funding, the center was centrally located at LaGrange College. As an extension of the college, the center is directed by a governing board consisting of members from the college and the community. LaGrange College offers the business expertise of its faculty and the availability of student resources for research and field work. The overall mission of the center is to develop a comprehensive, businesslike approach to human services issues and provide accountability and evaluative processes for participating programs and agencies. The center will provide assistance, research, and advocacy for agencies, organizations, and businesses in a politically neutral manner.

Members of the collaborative group who are partners with the college include local public schools, area health and mental health agencies and providers, the United Way, Troup County Juvenile Courts, Troup County Sheriff's and LaGrange Police Departments, Department of Family and Children Services, the LaGrange/Troup County Chamber of Commerce, local government agencies and departments, local businesses, minority organizations, nonprofit agencies, youth groups, and religious organizations.

Loyola University of Chicago

Reverend John J. Piderit, SJ, President

Community Safety Project

The Community Safety Project, developed in support of community policing for the 24th Police District of the city of Chicago, is a crime mapping project that offers timely and accurate information to local citizens and beat officers. Loyola University combined the information from several databases on community characteristics with a mapping system to create both narrative lists and color maps which accurately portray community characteristics. This system includes census

information, liquor license identification, abandoned buildings, school and park sites, residential social service agencies, limited police records, community perceptions and incident reports, and block and community organizations. A 24-hour hotline allows residents to record their own reports of incidents, which helps to measure community perceptions of fear and concern.

The project is a new and broadly effective community development tool that supports more than just community policing. It has helped the local parochial schools in identifying the residence areas of their students, supported development of a shuttle service, and by mapping Safe School Zone areas and identifying where they intersect, has created extended areas of enforceable penalties for drug trafficking. By facilitating conversation between police and the community, it creates the opportunity to address community development and quality of life issues. In short, the Community Safety Project has become a tool for community development and empowerment.

Substance Abuse Prevention Efforts for Youth in Saginaw County

Saginaw Valley State University

Dr. Eric R. Gilbertson, President

The Saginaw City/County Drug Task Force, a group of concerned citizens sanctioned by the Saginaw City Council and the Saginaw County Board of Commissioners, contracted with Saginaw Valley State University to examine substance abuse prevention efforts for youth, analyze existing services, and make recommendations for coordination of countywide efforts. Due to the severity of substance abuse in Saginaw county, high levels of frustration were common in dealing with the problem. The task force believed that, in comparison to intervention efforts, prevention efforts were traditionally underfunded and given lower priority.

During the year-long project, the four-member Substance Abuse Prevention Team appointed by the university collected information on substance abuse prevention efforts throughout Michigan and the United States, familiarized themselves with prevention efforts, and conducted surveys of prevention service providers and county businesses to determine their perception of the current prevention strategies and service gaps. The team's final report detailed current county, State, and national trends in substance abuse and prevention strategies, described the hallmarks of successful prevention programs, recommended steps for coordination of county prevention efforts, and suggested some possible funding sources.

The Austin Truancy Project

St. Edward's University

Dr. Patricia A. Hayes, President

The Austin Truancy Project is a partnership between St. Edward's University and students and the University of Texas at Austin. Working with the Austin Police Department (APD) and community leaders, students, and faculty from each university will seek to gain an increased understanding of the multitude of factors that influence truancy in the city. The goal of the project is to compile a database of information to help police, schools, and local agencies in their early, positive intervention efforts for at-risk children and youth. Project plans include revising a truancy questionnaire to include demographic and other information to target youngsters for followup interviews, and developing a semistructured, indepth interview to better understand young people's perceptions about themselves and their environment.

With assistance from APD, schools, and other agencies, project team members plan to distribute the questionnaire to a large sample of youth, and then select a small group to interview. Following the interviews project team members will create a database of recommended prevention and intervention programs based on the assessed needs of the children and youth.

Santa Rosa Junior College

Dr. Robert F. Agrella, President

Community Business Education Partnership

Santa Rosa Junior College (SRJC) and Data Flow have formed a partnership seeking to become one of the National Aeronautics and Space Administration's (NASA) five shuttle tracking stations. Success in this endeavor will promote science among students and residents of northern California, who will have the opportunity to plot shuttle orbits and listen to shuttle communications with NASA, and may even be trained as volunteers to staff the tracking station. SRJC is particularly interested in the applications the station would have for its earth and space science, computer science, and electronics departments, and its planetarium shows. The station will also serve as a community educational resource. The college will be able to distribute educational materials, such as pictures from the Hubble space telescope, to all K–12 school districts in the area. The tracking station, which may be located on the college campus, will also incorporate a community transmitter that will rebroadcast shuttle missions. The budget for the project is $50,000, with SRJC and Data Flow providing $10,000 each and the remaining $30,000 coming from corporate and individual sponsors.

Trinidad State Junior College

Dr. Harold Deselms, President

Colorado Healthy Communities Initiative

Trinidad State Junior College is working through its Colorado Healthy Communities Initiative to promote a healthy lifestyle for citizens of Las Animas County. Defining "health" to include physical as well as mental and economic well-being, a group of 80 community stakeholders met regularly for a year. They conducted an environmental scan, evaluated current community situations and trends, developed a vision for a healthy community, selected and evaluated key performance areas to achieve a healthy community, and created an action agenda. Partners included the college, the Department of Social Services, the city of Trinidad, the county of Las Animas, the local school district, the Economic Development Board, Advocates Against Domestic Assault, and individual citizens. Funding for the planning and initial implementation was acquired from the Colorado Trust and the National Civic League.

University of Massachusetts at Amherst

Dr. David K. Scott, President

The Housing Discrimination Project

The University of Massachusetts at Amherst's Regional Planning program has developed a working relationship with the Massachusetts Institute for Social and Economic Research, and the Housing Discrimination Project, Inc. (HDP). A not-for-profit fair housing organization, HDP identifies and enforces fair housing laws, provides leadership in educational programs for victims of housing discrimination about their rights, and instructs property owners and lending agencies about their rights and responsibilities. Its research efforts have been directed toward

determining whether current housing policies have a disparate impact on protected categories of people, information that is useful in litigations. Pro bono work by university graduate students has included analyzing mortgage lending patterns and impediments to fair housing in several local communities. HDP operations are funded principally by competitive grants from HUD and other agencies.

Center for Urban and Regional Affairs

University of Minnesota

Dr. Nils Hasselmo, President

The University of Minnesota's Center for Urban and Regional Affairs (CURA) has been working for 25 years to make projects happen by facilitating joint institution/government/private-sector/nonprofit projects that link university faculty, students, and staff with the communities throughout the State. CURA's program areas include community and neighborhood studies, housing, economic development and employment, education, the environment and energy, human services, minorities and the disadvantaged, land use and changing populations, and public policy and government reform. In partnership with other local higher education institutions, State agencies and local governments, and nonprofit and neighborhood organizations, the center conducts interactive basic and applied research and provides technical assistance to various community-based groups. Financial support is provided by the university, a special State appropriation, public and private grants and contracts, and joint funding from State agencies and local governments.

Economic Development and Revitalization Project

University of New Orleans

Dr. Gregory M. O'Brien, Chancellor

The Division of Business and Economic Research (DBER) of the University of New Orleans plays an active role in strategic planning and other efforts to improve the economic condition of the New Orleans, Louisiana, metropolitan area. It has contributed a wealth of data and analysis for promoting the economic development process. DBER created a forecasting model for the area and provides other information to the local and State governments, the business community, and interested citizens. Faculty have served on a strategic planning executive committee, an economic development transition team, an empowerment zone steering committee, and housing and gaming strategic planning task forces. DBER was also instrumental in producing two major documents: the *Overall Economic Development Plan* for the city and *A Blueprint for Economic Revival, The Economic Development Strategic Plan for New Orleans*. These efforts, together with the local economic data and analysis furnished regularly by DBER, comprise a significant contribution to economic development in the New Orleans area.

Charlotte Housing Characteristics and Quality

University of North Carolina at Charlotte

Dr. James H. Woodward, Jr., Chancellor

With funding from the city of Charlotte and the Community Development Department, the Urban Institute of the University of North Carolina at Charlotte conducted a citywide field survey on housing conditions in Charlotte. This survey was the latest component of a longer term effort to monitor housing conditions and reduce the amount of substandard housing in Charlotte to 1 percent of the residential structures within the city's boundaries. Graduate students conducted the field survey with training and supervision of university faculty. The final report listed the

number and location of residences needing major and minor repairs, analyzed changes in housing quality conditions between 1987 and 1993, evaluated the impact of the Community Development Department's code enforcement targeting strategy, and assessed the progress toward meeting the 1 percent goal. The survey project also included a detailed analysis of housing and related data for the "City Within a City," a large area near the center of Charlotte that is home to about 40 percent of the city's population and has a concentration of social, economic, and neighborhood problems. Results of this analysis demonstrated a strong correlation between substandard housing and neighborhood characteristics of poverty, economic disadvantages, and crime. Based on the findings, the report recommended that the Community Development Department target certain tracts of deteriorated, dilapidated housing as part of a comprehensive community development plan that addresses housing improvement, economic vitality, and community safety.

The University of Oklahoma

Dr. David L. Boren, President

"The State of Black Oklahoma, 1994"

The African and African-American Studies Program at the University of Oklahoma, in partnership with the Urban League of Greater Oklahoma City and the University of Central Oklahoma, produced and disseminated "The State of Black Oklahoma, 1994." The document addresses the status of blacks in Oklahoma in several areas and recommends courses of action to improve their status. The partners jointly planned the areas to be covered, the nature of the coverage, and time lines; identified and contacted researchers/contributors; and distributed the publication to the governor, key State legislators, and throughout the State. Representatives of the three institutions appeared on various panels, made presentations at conferences and other forums, and met with a variety of interested groups to discuss the document's contents.

University of Oregon

Dr. David B. Frohnmayer, President

"Field of Dreams" Low-Income Homeownership Project

Working with the Neighborhood Economic Development Corporation (NEDCO), a community development corporation in Eugene, Oregon, the Center for Housing Innovation at the University of Oregon developed strategies for the design, construction, and financing of a 49-unit, mixed-income, lease-to-own homeownership project. The plans targeted low-cost, efficient construction, appropriate house designs for the intended households, pedestrian-oriented streets, a central park with a baseball field, and a cohesive community. The program expands with new construction of a long-term NEDCO project for supplying renovated housing to low-income owners. The first phase of the $2.5 million operation will be financed by HOME funds, Lane County road funds, grants from the Oregon Department of Housing and Community Services, the Enterprise Foundation, and a grant and loans from the First Interstate Bank. There is a potential for two HUD "Home of Your Own" units in the second phase. The "Field of Dreams" project name is derived from the site of the project, formerly the field for the town's first professional baseball team, the 1989 Kevin Costner movie about a farmer with a dream of building a baseball field in a cornfield, and the fulfillment of the dream of homeownership for low-wage earners.

Survey of Community-Based Nonprofit Housing Developers in Eugene and Technical Assistance Provision

The Energy Studies in Buildings Laboratory, Center for Housing Innovation of the School of Architecture and Allied Arts provided design and technical assistance to develop the Stressed Skin Insulating Core Panel Demonstration house. The purpose of the project was to aid in the development of lower cost, energy-efficient, low-income housing under the U.S. Department of Energy's "Energy Efficient Industrialized Housing" Research Program. It required a partnership between the university and the local community, private industry, and the Federal Government. Members of the joint project included the St. Vincent de Paul Society of Lane County, Goldenridge Construction, and some 38 material and component manufacturers. Thermal and structural testing was conducted in collaboration with the Civil Engineering and Forest Products departments at Oregon State University. The demonstration house was designed to match the annual energy performance of an "architecturally equivalent" conventionally framed house built to stringent energy standards. Construction savings were accomplished through decreased assembly time, simplified wiring installation, and three-layer wall panels.

Experimental Student Family Housing

The Experimental Student Family Housing project is the first phase of a multiyear research project to explore techniques that will produce quality, affordable housing that conserves both material and energy. It also is intended to demonstrate regional efforts to add value to declining timber resources, which provide the economic and employment base for the area, by creating new jobs through manufacturing integrated building components. The project includes design and construction of new housing prototypes and long-term energy performance monitoring of the units. The ultimate goal of the project is to promote local industries and prepare them for entry into highly competitive export markets. Building construction was funded through bonding authority from the State of Oregon. Design research was funded by the university, with energy design consulting and monitoring financed by the U.S. Department of Energy.

Duck Creek Environmental Corridor Project

University of Wisconsin-Green Bay

Dr. Mark L. Perkins, Chancellor

Concern over inappropriate land development and its subsequent impact led to an intergovernmental effort and partnership with the University of Wisconsin-Green Bay to establish comprehensive urban/environmental planning in the Duck Creek Corridor. Duck Creek flows through several governmental entities, including Brown County, the town of Hobart, and the Oneida Nation of Wisconsin. The project utilized state-of-the-art Geographic Information System (GIS) technology to coordinate data development, analysis, and mapping of the environmental corridor. Phase I delineated the study area; identified planning goals, objectives, and required data, and developed GIS-generated accurate base maps of data layers, which the three governmental partners can use to make more informed decisions. Coordinated by the university's Geography Department, project partners included the Brown County Planning Department, elected officials of the town of Hobart, and planning professionals from the Oneida Nation of Wisconsin. All partners contributed funds and/or inkind support.

MAJOR INSTITUTIONAL CHANGE

Boston University

Dr. John Silber, President

The Boston University/Chelsea Partnership

Boston University initiated the Boston University/Chelsea Partnership in the late 1980s in response to a request from the Chelsea School Committee to study its public school system and recommend changes. At the beginning of the project, the Chelsea public schools had the highest school dropout rate in the State, the lowest per-pupil expenditure, and the newest school had been built in 1909. The city was experiencing a decline in tax revenues and an increase in crime, corruption, and poverty. As a result of the study, the committee appointed the university to manage the city's schools for a 10-year period, with continuing input from the committee.

The partnership strives to ensure a quality education for all children so that they can reach their full potential and become responsible adult members of the community. It also serves as a model for change for other urban schools with similar problems. Its comprehensive strategy prepares children to learn, provides continuing education incentives for teachers, restructures and revitalizes the curriculum, provides special programs for the large population of non-English speaking children and adults, and involves the community in the education system. As a result of these efforts, test scores have risen, more students are attending college, a successful early childhood program has been established, curriculums have been revised, and new school facilities are being constructed.

Cleveland State University

Dr. Claire A. Van Ummerson, President

The Ohio Urban University Program

The Ohio Urban University Program (UUP) is a statewide collaborative effort of eight urban universities in Ohio which supports research, public service, and outreach efforts to help identify problems and propose solutions affecting Ohio's urban regions and central cities. Initiated by Cleveland State University, the program includes the University of Akron, the University of Cincinnati, Kent State University, Ohio State University, the University of Toledo, Wright State University, and Youngstown State University. This multicampus research network of faculty and staff focuses on critical statewide urban issues and communicates its findings to State and local policymakers and citizens. UUP projects have included studying the relationship between Internal Revenue Service homeseller capital gains provisions and urban decline, providing Cleveland's Gateway Development Corporation with information on business growth near the new stadium, contributing to the statewide public school finance debate, and developing a tax base sharing plan for the Miami Valley region.

Examples of partners are the Cleveland Metropolitan Housing Authority, County Planning Commission, Department of Community Development, Regional Transit Authority, neighborhood and civic organizations, business organizations such as the Cleveland Board of Realtors, Ameritech, and BP America, and State agencies such as the Ohio Department of Development, Ohio Board of Regents, and the Office of the Governor. The State of Ohio's funding of $5.8 million was matched through external grants, contracts, and university support, which exceeded $9 million in 1992–93.

"FIRST"—Future Freshman Incentives-Reaching Students Today Program

Fayetteville State University

Dr. Lloyd V. Hackley, Chancellor

The FIRST Program serves disadvantaged children in southeastern North Carolina with academic support and the promise of a college scholarship. With a $200,000 grant from the North Carolina State Legislature, FIRST plans to enroll in the program all seventh graders who come from low-income families in six counties. To be eligible, the student's parents must not have graduated from college. The students sign a long-term contract to maintain a "B" average, do 15 hours of community service a year, have a 96 percent attendance rate, participate in school mentor programs and activities, limit afterschool work hours, and comply with specified behavioral standards, such as staying away from drugs and alcohol. In return FIRST students receive academic and other support to help them excel in their studies and graduate from high school, and to underwrite their first year of college at Fayetteville State University (FSU) in the year 2000. By offering high-risk children the help they need to go to college, the FIRST Program hopes to change and improve their futures. To date more than 200 seventh grade students have been enrolled.

Over 200 FSU students, AmeriCorps volunteers, faculty, and community members provide tutoring and mentoring to FIRST participants. FSU's Office of Public Education Outreach administers and monitors the program, and coordinates training and followup counseling for the college students, faculty, and community volunteer tutors/mentors. In addition to the legislature's grant, the program receives private funding from the business community to support scholarships for the college student volunteers, and AmeriCorps stipends for other student volunteers. The Cumberland County Education Foundation has committed to raising additional funding to continue and expand the program.

Northline Mall Alliance: Rebuilding a Community's Economy

Houston Community College System, Northeast College

Dr. Charles Green, Chancellor

Houston Community College System's Northeast College, facing severe space constraints, began leasing space at the Northline Mall Center in 1992. Beginning with just a small student service center, the college has expanded to 31 classrooms and labs, a lecture hall, a library, and a bookstore. More than 2,000 students each semester pursue academic, technical, and continuing educational services with convenient parking and extended hours of accessibility. The presence of the college has not only provided a focal point for educational services, but has revitalized the commercial activity of the mall and the surrounding low-income minority community. Mall vendors market to the students and their families, and often provide employment opportunities. To accommodate the influx of people at the mall, Houston Transit Authority has improved transportation options, benefiting merchants as well as the community at large. In cooperation with mall management and the Houston Police Department, the college has been able to develop a secure environment in a high crime zone. Community members also use the college as a community gathering place, enhancing community pride and unity.

Hudson Valley Community College

Joseph J. Bulmer, President

Home Building School

Hudson Valley Community College and the Community Housing Resource Board have formed a partnership to prepare students to enter the construction industry, retrain the existing workforce, and provide long-term affordable housing by building two or more affordable homes per year beginning in January 1995. The homes will be made affordable through careful home design, donations and discounts to reduce the home's cost, and low-income mortgages located by a local banking consortium. Once each modular home is designed, a qualified family will be selected to enroll in the Home Building School, where they will help build the home in the college's laboratory. Family members also will attend courses in home repair and maintenance. After the home is moved to its final location, on land donated by local cities and towns, students will do the finish work and landscaping.

Both the National Association of Home Builders and the National Association of General Contractors have student chapters at Hudson Valley. Hudson Valley Community College also provides training for the Albany Area Builders Association, the Minority Contractors Association, the National Association of Women in Construction, the Eastern Contractors Association, and other union and nonunion training programs.

Jackson State University

Dr. James E. Lyons, Sr., President

West Jackson Community Development Corporation

In July 1991 Jackson State University was awarded a $215,000 3-year grant from Seedco and a $75,000 3-year grant from the Levi Strauss Foundation to open and operate the West Jackson Community Development Corporation (CDC). In partnership with Jackson State University, community residents and businesses, public schools, churches, and city, county, and State government, this nonprofit organization provides community-based leadership to revitalize and redevelop the area surrounding the university campus in Jackson, Mississippi.

CDC's current projects emphasize housing rehabilitation and development, economic development through business ownership and jobs, education and youth program development, and enhancement of neighborhood and organizational leadership capacity for residents. In one project, CDC purchases and renovates housing to be rented or sold to low-income families who agree to participate in a homeowner education and employment program. In another, it administers revolving loan funds for businessmen to develop or improve their businesses and for low-income families to bring their homes up to safe standards. Education and youth programs provide education, employment, personal development, and support services for out-of-school, low-income youth. CDC continues to work with neighborhood organizations, businesses, schools, churches, and other residents to provide training and development activities that will encourage good citizenship and increase leadership capacity in the local community.

Funding for the West Jackson CDC comes from the city of Jackson; U.S. Department of Housing and Urban Development programs such as the HOME program, Community Development Block Grants, Fair Housing Initiative Program, and a HOPE III Implementation Grant; Seedco, an intermediary of the Ford and Charles Stewart Mott Foundations; the Levi Strauss Foundation; the U.S. Department of Commerce Economic Development Administration and the Mississippi State Department of Economic and Community Development; the Hinds County Private Industry Council and the Hinds County Board of Supervisors; the Foundation for the

Mid-South; the Arts Alliance of Jackson and Hinds County; the Martin Luther King Jr. Center for Non-Violent Social Change; the Jackson Housing Authority; and other State, local government, and business community programs.

Lincoln University

Dr. Wendell G. Rayburn, Sr., President

Downpayment Subsidy Program

The Downpayment Subsidy Program represents the combined efforts of Lincoln University, the Farmers Home Administration (FmHA), and the Missouri Housing Development Commission (MHDC). It was designed to meet the housing needs of limited resource residents in southeast Missouri communities of less than 6,000 people. As a State pilot project, the program includes 40 new homes for low-income families, 10 units for senior citizen housing, and rent-to-own housing. The Lincoln University Extension branch, in partnership with FmHA and MHDC, planned and implemented approval for the housing. The university continues to provide technical assistance for the construction of the housing units and counseling and guidance to the applicants and new homeowners. FmHA makes the loans, and MHDC underwrites down payments of up to 20 percent of the total cost of the home. This assistance enables low-income, financially high-risk families in the rural Bootheel area of the State to move to new homes with monthly mortgage payments that are generally lower than their previous monthly rent. The program is providing an estimated $1.6 to $2 million economic impact on the area and establishing a tax base for these communities.

Marquette University

Dr. John P. Raynor, Chancellor

Campus Circle

Campus Circle is an innovative initiative created in 1991 by Marquette University in partnership with the city of Milwaukee and neighborhood institutions. Its goal was to transform a decaying area of 90 square blocks on Milwaukee's West Side, called Avenues West, through comprehensive housing, commercial, and retail initiatives. Avenues West was a typical older, declining urban neighborhood—ethnically diverse, poor, and facing increased violent crime and the loss of businesses and jobs. In 3 years Campus Circle revitalized the face of the neighborhood through renovation of rental housing, new student off-campus housing, a $30 million commercial development, and a property management program that gives residents a stake in their homes and neighborhood. Other accomplishments include the largest housing renovation project in Wisconsin history and the restoration of historically significant structures. New construction since 1991 totals over $100 million from the university, Campus Circle, and local banks, insurance companies, and neighborhood institutions.

Marquette's faculty have devoted their talents and resources to Campus Circle, working with community organizations to improve parent education, family literacy, crime prevention, landlord and tenant relations, and to start a community newspaper. Through student organizations and service-learning projects, students contribute over 50,000 annual volunteer hours in the community, demonstrating how municipal government and private higher education institutions can work together to improve the community.

Pennsylvania State University, Harrisburg

Dr. Graham Spanier, President

New Baldwin Corridor Coalition

New Baldwin Corridor Coalition (NBCC) is a community effort to revitalize a 13-mile corridor between Penn State Harrisburg and the Harrisburg Area Community College. The coalition brings together government, business, labor, education, and community leaders from eight municipalities. NBCC has initiated several key projects, namely a joint strategic planning process involving the seven school districts included in the corridor, the designation of the corridor as an enterprise zone, the identification and planned development of industrial sites, and the creation of a summer enrichment program for 35,000 school children. Priorities for NBCC include business revival, educational integration, human resource development, research, and the advancement of technology.

As one of the founding members of NBCC, Penn State Harrisburg has had a major role in the coalition, along with Harrisburg Area Community College, United Steelworkers of America, Dauphin County, the city of Harrisburg, the Capital Region Economic Development Corporation, and local organizations. Financial and inkind support for NBCC activities comes from local business organizations; the Pennsylvania Departments of Commerce, Community Affairs, and Education; Bell of Pennsylvania; labor organizations; and local colleges.

Pennsylvania State University, University Park

Dr. Graham Spanier, President

Schools for Success Network

Pennsylvania State University is part of the Schools for Success Network, which brings together school district professionals, university researchers and scholars, business and industry leaders, and individuals from community social, health, and cultural organizations. Through the network opportunities are identified to strengthen curriculums and instructional processes at all educational levels, enhance preservice preparation and continuing education for teachers and administrators, revitalize organizational structures and practices, and create effective ways to ensure parental and community involvement in the schools and the education process. The aim of the network is to make a significant difference in the education of students from all backgrounds, of all ages, and in all locations. It is self-funded by participating schools and an annual $10,000 contribution from Penn State's Office of Continuing and Distance Education.

The Second Mile/Nittany Lion Tips Trading Card Program

The Second Mile, a nonprofit organization dedicated to the welfare of young people, launched the Nittany Lion Tips Trading Card Program as a way to use an athlete's influence to benefit a child's development. The program produces and disseminates trading cards, which feature photographs of Penn State student-athletes on one side and brief biographies, messages of encouragement, and tips from the athletes to children on the other. These tips stress academics, pride, teamwork, cooperative behavior, self-discipline, the development of nonviolent conflict resolution skills, responding to adversity, and the uniqueness of each person's "differentness." The free cards are made available throughout the State to elementary and junior high principals and guidance counselors, who use them to establish rapport with students, as a reward for achieving personal and academic goals, or as a focus for discussion at counseling sessions and meetings. Reaction to the "Tips" program has been unanimously positive among school administrators throughout Pennsylvania.

The Second Mile estimates that over 3 million cards have been printed and distributed to more than 200,000 students. Cards are produced annually through the cooperation of Penn State's Department of Intercollegiate Athletics and the Second Mile. The expense of the trading card program is underwritten by the Caritas Foundation and through sponsorships with local and national companies.

San Francisco State University

Dr. Robert A. Corrigan, President

Urban Institute's Urban Community Service Grant

In an effort to broaden its community partnerships that address pressing urban issues, San Francisco State University established the Urban Institute. This collaboration of San Francisco educational, business, labor, community, and civic organizations serves a focal point for the university's many community projects and helped to lead to a $3 million U.S. Department of Education Urban Community Service grant. The grant has enabled the university to undertake projects, all of which involve community partners, to benefit some of the urban area's most at-risk citizens. Institute collaborations create inner-city jobs, enable at-risk students to persevere and succeed, educate and train San Francisco's diverse population in new employment skills, preserve the environment, address health care needs, and promote peaceful resolution of divisive urban issues like race relations and housing.

University faculty and students play important roles in these efforts. Faculty from San Francisco State University and its grant partner, California State University, Los Angeles, provide research, consultation, technical expertise, and training. Student interns at human service agencies counsel AIDS patients, work with disadvantaged preschool children, assist the homeless, teach elderly people to read, and perform other volunteer activities.

State System of Higher Education

Dr. James H. McCormick, Chancellor

Philadelphia Schools Collaborative Partnership Program

The centerpiece of the Philadelphia Schools Collaborative Partnership Program is the interaction of Pennsylvania's 14 public universities, the Office of the Chancellor, and the 22 high schools of the Philadelphia School District. These entities work together to motivate and prepare at-risk students to participate in higher education. Each year the program accepts 100 students, 75 percent of whom are racial/ethnic minorities, to begin a structured process of academic and social skills training.

The 3-phase summer program begins in the summer after 10th grade with a 2-week residential program at West Chester University. It includes academic coursework, skills evaluation, socialization skills training, and physical challenge activities to stimulate interdependence and team building. Followup activities with students and their families continue into the school year. After their junior year, students attend a 3-week residential program at Indiana University of Pennsylvania and experience simulated college coursework. Phase 3 commences after graduation, when students enter one of the State universities. To ease the transition, they begin in the summer, rather than the fall, when the overall pace of the campus is slower. To date, more than 500 students have participated in at least 1 phase of the program, and 164 have matriculated at various State universities. The State System of Higher Education finances the entire program, with the Office of the Chancellor providing the full cost of the summer sessions.

State University of New York at Buffalo

Dr. William J. Greiner, President

The Office of Urban Initiatives Enterprise Development Project

The Office of Urban Initiatives (OUI), Inc., a private, nonprofit organization, and the State University of New York (SUNY) at Buffalo are jointly undertaking the Enterprise Development Project, which evolved from the need to determine the cause of widespread poverty and a growing underclass in Buffalo. The goal of the project is to develop a model for economic development that focuses on business development as a vehicle for job creation, entrepreneurial training, and building community capacity for sustained economic growth. The project emphasizes minority business development, expansion of the employment base, and the creation of job opportunities for minorities through urban redevelopment activities. The partnership will provide technical assistance to Minority Business Enterprises (MBEs); strategic planning to help MBEs identify and take advantage of existing and emerging business opportunities; workforce education and training; research into public issues affecting the minority business community; and public education, including publication and dissemination of a newsletter on minority economic and business development issues.

SUNY at Buffalo's Center for Applied Public Affairs Studies was instrumental in the creation and development of OUI; the center's director acts as the president of OUI. The university provides inkind support to the Enterprise Development Project, which also receives funding from the city of Buffalo Common Council, and collaborates with OUI on a number of other research and public education projects.

State University of New York College at Potsdam

Dr. William Merwin, President

Rural Services Institute

Through its Rural Services Institute (RSI), the State University of New York (SUNY) at Potsdam coordinates several partnerships in rural northern New York known as the North Country. RSI works with public officials and private enterprise in the region's six counties to meet their needs for social services training, rural health care, local government cooperation, economic development, and grant writing assistance. For example, RSI helped prepare Potsdam's successful Economic Development Zone application, set up training programs in grant writing, and assisted regional hospitals and North Country colleges establish programs in nursing and medical technologies.

RSI is also involved with projects that link teaching and research with public service. Through the financial support of the A.C. Walker Foundation, RSI coordinates the North Country Research Fellowships and the SUNY Potsdam Faculty Research on the North Country Program. These programs provide funding to faculty throughout the North Country to work in partnership with local communities on such issues as alcohol abuse, local development organizations, cultural opportunities for children, soil conservation, and the new economy at the St. Regis Mohawk reservation. Each of these programs pairs a faculty member with a coinvestigator from the local community to ensure that the research is relevant to the region. Research results are published at the conclusion of each project and are made available to the public. Twenty percent of RSI's funding is from the university, and 80 percent is from grants, registration fees, and consultation charges.

Executive Advisory Board on Higher Education of Baltimore County

Towson State University

Dr. Hoke L. Smith, President

At the urging of Towson State University and other institutions of higher education in the greater Baltimore area, the County Executive of Baltimore County instituted the Executive Advisory Boards (EAB) to promote cooperation between higher education and business, nonprofit organizations, government, and the community. Sixteen public and private colleges and universities, State and county government, schools, libraries, and corporations cooperate in the effort to mobilize the resources of higher education to further economic development, employment opportunities, technology transfer, general education, effective government, and the quality of life. Guided by its slogan, "Mobilizing Higher Education in Service to Society," EAB provides education and training, faculty research on programs and issues, student interns and volunteers, and outreach programs of all kinds. Major projects include annual conferences on community issues and a call-in database of available university and college resources. Funding comes from Towson State University, the county, private donations, and from other institutions.

Uptown Youth Initiative

University of Cincinnati

Dr. Joseph A. Steger, President

To ensure that the University of Cincinnati will continue to be appealing to faculty, prospective students, and parents, the university has organized partnerships to address the problems of youth violence, crime, and limited economic options in neighborhoods adjacent to its campus. Through local community-based organizations, the Uptown Youth Initiative (UYI) recruits neighborhood youth ages 12–16 to participate in personal enrichment and recreational activities and receive pay for working on the organizations' projects and for local businesses and homeowners. School year and summer programs are intended to help the young people develop a sense of self-worth, foster leadership qualities, stay in school, and develop a positive attitude toward work. University of Cincinnati students coordinate community programs and serve as mentors, thus gaining experience and fostering positive university/community relationships.

The University of Cincinnati provides inkind support; 70 percent of the student coordinators' wages are paid through the Federal Work-Study Program. Invest in Neighborhoods, the city of Cincinnati, the local Merchants Association, and Uptown community councils and neighborhood groups provide additional financial support.

Community Partnerships in Clinical Medicine

University of Hawaii at Manoa

Dr. Kenneth P. Mortimer, President

With a $6 million grant from the W.K. Kellogg Foundation, the John A. Burns School of Medicine at the University of Hawaii at Manoa, along with the Schools of Nursing, Public Health, and Social Work, has formed an ongoing partnership with several community health centers throughout the State to develop and maintain a dynamic, community-based, integrated system of medical care, education, and research. Ke Ola O Hawaii, Inc., a university and community organization, governs the program. Through the partnerships needs are constantly assessed, the system is continually adjusted, and students are socialized into communities, allowing greater

emphasis on preventive medicine. Additional curricular funding of $2 million comes from the Robert Wood Johnson Foundation.

The extensive health care network includes Queen's Medical Center, Kapiolani Medical Center for Women and Children, St. Francis Medical Center, Kaiser-Permanente Medical Center, Kuakini Medical Center, Shriners Hospital for Crippled Children, Leahi Hospital, Rehabilitation Hospital of the Pacific, the Salvation Army Residential Treatment Center, Straub Clinic and Hospital, Tripler Army Medical Center, the Veterans Administration Outpatient Clinic, Wahiawa General Hospital, Hawaii State Hospital, and many community and regional health care centers.

University of Louisville

Dr. Donald C. Swain, President

Housing and Neighborhood Development Strategies

Administered by the University of Louisville, Housing and Neighborhood Development Strategies (HANDS) is a partnership among educators, the city, community agencies, and business that addresses neighborhood problems such as low educational attainment, poor self-esteem, job training, family needs, leadership, and homeownership. It aims to make the Russell neighborhood, one of Louisville's poorest neighborhoods, self-sufficient within 3 years. Funded by a $1.5 million U.S. Department of Education grant to create a social assistance program, graduate social work interns work with residents in six areas: community design, homeownership, educational assistance, job training, case management, and leadership skills. The interns advise residents on social services at public and private agencies and refer them to incentive programs at schools, the city, and local businesses. HANDS also taps into a network of existing nonprofit groups. For example, the Community Design Center, a private nonprofit agency that connects neighborhood groups with contractors to help build and renovate houses, runs HANDS' 12-week leadership component.

HANDS is different than past, top-down neighborhood revitalization efforts because, although partners come from the Federal, State, and local levels, decisions are made at the neighborhood level. HANDS consults regularly with a community advisory board and has its own community advisory board. The university's role as a facilitator and consultant demonstrates that urban universities with planning programs can bring tremendous creative and technical resources to bear in support of community leaders.

University of Michigan-Dearborn

Dr. James C. Renick, Chancellor

Wade McCree Scholarship Program

The Wade McCree Scholarship Program targets ninth grade students who are socially or academically at risk. The students are tracked from grades 9–12 and provided with encouragement through participation in special programs organized by the University of Michigan-Dearborn. At the end of their 4-year participation in the program, students who graduate from high school with a 3.0 grade point average and a 21 composite score on the American College Test (ACT) are awarded a 4-year, full tuition scholarship to the university. Fifteen Michigan State universities have adopted the Wade McCree Scholarship Program and offer workshops in ACT preparation, test and study skills, financial aid, and employment. The University of Michigan-Dearborn program operates on private donations and volunteer services of professional facilitators.

Bridge Program

University of Missouri-St. Louis

Dr. Blanche M. Touhill, Chancellor

The University of Missouri-St. Louis created the Bridge Program in response to national studies that showed that an alarmingly high percentage of U.S. high school students—particularly African-Americans students from disadvantaged communities—were not being adequately prepared to meet the nation's economic, scientific, and technological needs. The goals of the program are threefold: (1) to increase the number of students graduating from the participating schools and going on to college; (2) within this expanded pool, to increase the number of students who are prepared and motivated to pursue careers in math, science, engineering, or other technological fields; and (3) to support math, science, and English instruction in the participating schools.

In keeping with its institutional slogan, "Partners for the Future," the university recruited corporate partners to provide financial support, role modeling, and workplace exposure for the city and county high school students. These corporate partners are involved in planning and operating the program and provide hands-on experience and mentoring by making their laboratories and personnel available to the students. While on campus Bridge students earn college credits and interact with math, science, and technology faculty. Scholarships are also available to Bridge graduates who choose to attend the university. Monsanto Company has served as the Bridge Program's major corporate partner since its inception. Other corporate partners include Union Electric Company, CPI Corporation, Ford Motor Company, Times-Mirror Foundation, Mosby Year Book, and Anheuser-Busch Companies, Inc.

The Consortium for the Advancement of Public Education

University of North Carolina at Wilmington

Dr. James R. Leutze, Chancellor

CAPE, the Consortium for the Advancement of Public Education, is a nonprofit consortium consisting of the University of North Carolina at Wilmington, 21 public school systems, 7 community colleges, the Southeast Regional Technical Assistance Center, and several businesses. CAPE promotes excellence in educational service to the children of southeastern North Carolina by providing a forum for informed professional discourse among educators concerning current and future issues, by providing collaborative means for professional resource development, and by providing a unified voice of advocacy for educational and cultural concerns and initiatives.

CAPE's mission is implemented through a variety of activities that includes school reform initiatives, distinguished scholars programs, professional development systems, and leadership training. Funding support for CAPE is provided by private, corporate, State, and Federal contributions or grants.

West Philadelphia Improvement Corps

University of Pennsylvania

Dr. Judith Rodin, President

Through the work of its principal partners—the Philadelphia School District, the West Philadelphia Partnership, and the University of Pennsylvania—the West Philadelphia Improvement Corps (WEPIC) has grown from an afterschool community beautification project at 1 elementary school into a fully developed program operating in 12 public schools in West Philadelphia. WEPIC's goal is to produce

comprehensive community schools that serve, educate, involve, and activate all members of the community through its year-round education and cultural programs, recreation, job training, and community improvement and service activities. Ultimately it intends to develop schools that are open 24 hours a day, functioning as the educational and service delivery hub for students, families, and other local residents.

WEPIC is coordinated by the West Philadelphia Partnership, a mediating, nonprofit, community-based organization whose members include the University of Pennsylvania, community groups, the Greater Philadelphia Urban Affairs Coalition, and the Philadelphia School District. Other WEPIC partners include unions, job training agencies, churches, and city, State, and Federal agencies and departments. Program funds are provided by the U.S. Department of Health and Human Services, the U.S. Department of Labor, the Corporation for National and Community Service, Pennsylvania Departments of Education and Labor, Scott Paper Co. Foundation, Ford Foundation, Ronald McDonald Charities, and the DeWitt Wallace-Reader's Digest Fund.

University of Tulsa

Dr. Robert H. Donaldson, President

Partnership: University of Tulsa, Kendall-Whittier Neighborhood, and the city of Tulsa

The University of Tulsa has worked for several years with the city of Tulsa, government agencies, and community organizations to improve the Kendall-Whittier neighborhood which surrounds the university. The partnership developed a comprehensive master plan for redevelopment and improvement of the neighborhood and has received more than $1 million in U.S. Department of Housing and Urban Development funding. To address problems such as an abundance of vacant and derelict housing units, a declining commercial district, increasing crime, and deteriorating neighborhood infrastructure, the plan recommends commercial development/redevelopment, improved public facilities, an expanded university campus, and construction of a magnet school, a new library, and a 10-acre park.

University of Tulsa continues to work closely with the Tulsa Development Authority, Tulsa public schools, the Tulsa Park and Recreation Authority, and the Kendall Whittier Neighborhood Association to assure completion of the plan. Ongoing community outreach partnerships have also begun, with university students volunteering in a science enrichment program in the neighborhood school. The university's legal clinic and women's resource center are also available to neighborhood residents.

Utah System of Higher Education

Dr. Cecilia H. Foxley, Executive Officer/ Commissioner of Higher Learning

Utah Partnership for Educational and Economic Development, Inc.

Utah Partnership for Educational and Economic Development, Inc., was formed in 1990 as a collaborative effort among business, government, and educators to strengthen the Utah economy through education, training, and research. Presently there are more than 3,000 partnerships between businesses and Utah's schools. Utah Partnership serves as a steering committee for the partnerships, and as a statewide clearinghouse for information.

Utah Partnership has five objectives: (1) to develop strong business-school partnerships statewide, (2) to facilitate the delivery of world-class education and training, (3) to create an awareness of educational contributions and gains to strengthen Utah's economy, (4) to identify, develop, and facilitate greater utilization of resources, and (5) to promote fundamental and applied research to support expansion of high technology business. A critical factor in the success of each partnership is the linking of school needs to business contributions, whether they are monetary, material, or manpower. For example, business members tutor, mentor, and volunteer in classrooms throughout the State. Educational institutions and the business community share in curriculum planning, teacher training, internships, and on-the-job training. Inkind services of business leaders and their employees, university faculties and students, and public school teachers and staff provide much of the funding for the partnership programs. Other costs are covered by contributions from partners, government agencies, and fund-raising efforts.

Valdosta Project Change

Valdosta State University

Dr. Hugh C. Bailey, President

Businesses, schools, libraries, social service agencies, recreation centers, museums, social clubs, government agencies, health facilities, and housing agencies are working together through Valdosta Project Change to end discrimination practices, ease tensions between ethnic groups, and promote fair and diverse community representation. Valdosta, located in southern Georgia, is an urban area surrounded by rural counties with a substantial minority population. University administrators and faculty have actively participated in planning and implementing all major strategies undertaken by the project. For example, the university, Project Change, and Partnership 2000 cosponsored a multicultural curriculum conference, funded by the Georgia Humanities Council. Schools identified at the conference now serve as pilot sites for comprehensive multicultural curriculums. A bank project that includes diversity training, a Community Banking Coalition, and financing of minority housing and business opportunities through the banks' Community Reinvestment Act commitments has also been established, with 90 percent of area banks participating. The Valdosta State University Foundation serves as the fiscal agent for Valdosta Project Change; the Levi Strauss Foundation provides funding.

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University of Rhode Island
Community Planning and Area Development
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Kingston, RI 02881–0804

University of Rio Grande
Ridge Avenue
Rio Grande, OH 45674

University of Saint Thomas
2115 Summit Avenue
St. Paul, MN 55105

University of the South-Sewanee
735 University Avenue
Sewanee, TN 37383–1000

University of Texas at San Antonio
6900 North Loop 1604 West
San Antonio, TX 78249

University of Toledo
2801 West Bancroft Street
Toledo, OH 43606

University of Tulsa
600 South College Avenue
Tulsa, OK 74104

University of Washington
1400 NE Campus Parkway
Seattle, WA 98195

University of Wisconsin-Green Bay
2420 Nicolet Drive
Green Bay, WI 54311

University of Wisconsin-Milwaukee
P.O. Box 413
Milwaukee, WI 53201

Utah System of Higher Education
355 West North Temple
3 Triad Center, Suite 550
Salt Lake City, UT 84180–1205

Valdosta State University
1500 North Patterson Street
Valdosta, GA 31698

Valencia Community College
P.O. Box 3028
Orlando, FL 32802–3028

Wayne State University
College of Urban, Labor, and Metropolitan Affairs
Detroit, MI 48202

West Georgia College
Division of Budget and Research Services
Carollton, GA 30118

West Virginia State College
Community College Division
Campus Box 183
P.O. Box 1000
Institute, WV 25112–1000

Western Kentucky University
1526 Russelville Road
Bowling Green, KY 42101

Wichita State University
1845 North Fairmount
Wichita, KS 67260

William Rainey Harper College
1200 West Algonquin Road
Palatine, IL 60067

Wright State University
3640 Colonel Glen Highway
Dayton, OH 45435

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